DOCUMENT RESUME

ED 160 185 PS 010 045

AUTHOR Cautley, Patricia W.; Lichstein, Diane P.
TITLE The Selection of Foster Parents: Manual for Homefinders.
INSTITUTION Wisconsin Univ., Madison, Univ. Extension.
SPONS AGENCY Community Services Administration (DHEW), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Research, Demonstrations, and Training.
PUB DATE Oct 74
GRANT HEW-47-P-25527/5-01; HEW-86-P-80044
NOTE 122p.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Child Welfare; Elementary School Students; Evaluation Methods; Foster Children; *Foster Family; *Guidelines; *Interviews; *Manuals; Placement; Questionnaires; *Selection

ABSTRACT

This manual for social agency personnel provides specific guidelines on the use and interpretation of an interview questionnaire to be used in the selection of foster parents for children aged 6-12. The 81-item questionnaire, designed for use with applicant families early in the home evaluation process, includes questions about child rearing attitudes and family background. Included in the manual are: a copy of the interview questionnaire; general suggestions about interviewing prospective foster parents; detailed information on how each answer is to be analyzed and coded; additional information which might be considered in placing a foster child into a particular home; a summary form for use in summarizing interviews and additional information; and verbatim answers given by one couple to the selected interview questions, along with the way each was coded. (SE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

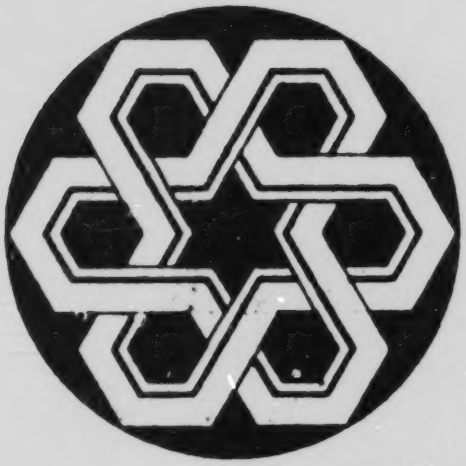
ED160185

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

MANUAL FOR HOMEFINDERS

THE SELECTION OF FOSTER PARENTS



By
Patricia W. Cautley and Diane P. Lichstein

PS010045

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Patricia W. Cautley
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

A Publication of the
Center for Social Service
University of Wisconsin--Extension

The research on which this manual is based was supported, in part, by Research Grant No. 86-P-80044 from the Division of Child Welfare Research and Demonstrations Grant Program, Office of Research and Demonstrations, Social and Rehabilitation Service, Department of Health, Education and Welfare, Washington, D.C. 20201 to the Wisconsin Department of Health and Social Services.

The preparation of this manual was made possible by Grant No. 47-P-25527/5-01 from the Community Services Administration, Social and Rehabilitation Service, Department of Health, Education and Welfare, Washington, D.C. 20201 to the Center for Social Service, University of Wisconsin-Extension.

Second printing, December 1975. (This printing has been produced entirely at the expense of University of Wisconsin-Extension, and carries a nominal charge.)

© 1974 by the Regents of the University of Wisconsin System
All Rights Reserved

Produced by University of Wisconsin-Extension

Center for Social Service
University of Wisconsin-Extension
610 Langdon Street
Madison, Wisconsin 53706

UW-Extension provides equal opportunities in employment and programming.

FOREWORD

The Center for Social Service, University of Wisconsin-Extension, is pleased to present this Manual for Homefinders. Its contents are based on a long-range study of foster parent applicants and new foster parents who were studied intensively during their first experience in caring for a foster child in the 6 to 12 year age range.

Both authors had an important part in the entire research study. Dr. Patricia W. Cautley, a social psychologist, has been involved in studying foster care for ten years, directing both this study and an earlier one of experienced foster parents. Dr. Diane P. Lichstein carried a unique responsibility in the research, working on the development of detailed codes for the analysis of the interviews with foster parents and not only training and supervising others in coding, but completing a substantial part of it herself. Her advanced training in English literature has been a particular asset in this work.

It is our hope and expectation that this Manual will be of genuine value to homefinders in their difficult and challenging task of selecting foster parents.

William H. Koch, Jr., Ph.D.
Associate Director
Center for Social Service
University of Wisconsin-Extension

October, 1974

CONTENTS

FOREWORD i

INTRODUCTION 1

Purpose 1
Basis for the Manual 2

HOW TO USE THIS MANUAL 5

CONDUCTING THE INTERVIEWS 7

Several Words of Caution 7
Suggested Interview Schedules 8
Interviewing Methods 8
Recording the Answers 9
Interview Schedule for Prospective Foster Mother 11
Interview Schedule for Prospective Foster Father 18

HOW TO CODE THE ANSWERS 25

Definition of Coding 25
Basis for the Code 25
General Instructions 26
Coding the Interview with the Prospective Foster Mother 28
Coding the Interview with the Prospective Foster Father 56

ADDITIONAL INFORMATION AVAILABLE AT TIME OF DECISION REGARDING A SPECIFIC PLACEMENT 83

SUMMARY FORM FOR USE IN SUMMARIZING INTERVIEWS WITH PROSPECTIVE FOSTER PARENTS AND ADDITIONAL INFORMATION 85

Explanation of Weights 85
Interpretation of Total Score Based on Interviews 85
Interpretation of Final Total Score Based on Interviews and Additional Information Available at Time of Decision Regarding a Specific Placement 87
Summary Form 88

ACTUAL INTERVIEW WITH PROSPECTIVE FOSTER MOTHER AND PROSPECTIVE FOSTER FATHER 96

Summary Form Based on Actual Interviews 105

REFERENCES 113

INTRODUCTION

Purpose

The intent of this Manual is to provide some specific guidelines to help homefinders in deciding which foster parent applicants to accept and use for the placement of school age children between 6 and 12 years in age. Obviously such a decision is not an easy one to make, but from our study of new foster parents caring for children of this age group, we have found a number of characteristics which, when considered together, can be of help in identifying families with greater potential for foster care.

It is important to keep in mind that no single characteristic by itself is of any help in identifying a "promising" foster parent. A considerable number of characteristics must be considered together in any attempt to do this. Undoubtedly this is one reason why the task of homefinding is so difficult. Since so much information needs to be put together and considered as a whole, this was only possible at first with the aid of a modern computer. But once accomplished, it seems desirable to give you guidelines so that you can apply what has been learned through our research. There is still room for your own judgment and insight however; we simply hope to give you some tools so that your judgment can be more objective.

We do not want you to disregard your own "better judgment." But we strongly suggest that if your "better judgment" differs greatly from the conclusion you would reach by using the procedures outlined here, you keep a systematic record of these instances--writing down what you have relied on for your judgment, and learning all you can about how the family turns out in foster care (if a placement is made with them). There is still much to be learned about foster parents and such a procedure will help you to learn more rapidly from your own experience and will also help us.[1*]

---

*All footnotes appear in the section titled References on page 113.

Basis for the Manual

Briefly, the material reported here was collected with a very practical purpose in mind: to see whether information obtained in interviews with applicant families early in the home study process could be used to predict their relative "success" in caring for school age children. In order to accomplish this, the cooperation of 38 different social agencies was obtained and during a four year period they referred 1,102 applicant families to our research staff.[2] Most of these (87 percent or 963 families) were interviewed by a specially trained staff of interviewers who talked with each husband and wife individually, tape recording the entire interview. Six out of every 10 of these families were eventually accepted by the agencies for foster care, and by the end of this part of the data collection period, most had either had placements made in their homes or were being considered for this action.[3]

When one of these new foster families had a child between 6 and 12 years of age placed with them for their first experience in foster care, they were studied further to learn how this particular placement worked out. Interviews were conducted with the foster mother when the child had been in the home just four weeks, and with each foster mother and father periodically during the first 18 months of the placement if it lasted that long. The social worker supervising each placement was interviewed as soon as possible after the placement was made and then at six month intervals for 18 months or until termination. Less than half the placements lasted for the full 18 months, and of those which were terminated in less time, nearly one-half ended at the request of the foster parents.

Since it seemed possible that repeated interviewing itself might affect workers or foster parents in some ways, 30 families randomly selected out of the total of 145 eligible for the study[4] were not contacted at all after the placement was made, and the workers supervising these families were only interviewed once, after 18 months or at the end of the placement if terminated earlier. Since this group of 30 placements did not differ in outcome from the larger group of 115 placements studied with repeated interviews, we therefore concluded that the interviewing itself did not influence the placements significantly.

Determining the overall "success" of a placement is a very complex question in itself. Some have argued that the fact that a placement continues is evidence of its success,[5] but this does not seem sufficient and is not a useful criterion for placements intended to last only for a limited period of time. Since in an earlier study we had found that social workers could make satisfactory evaluations (that is, reasonably reliable and valid) of foster home placements, we again asked the social worker supervising each placement to evaluate it in a number of different ways. Several global ratings were obtained, as well as a composite developed from specific and detailed information regarding the foster parents' effectiveness in handling each of the foster child's major problems.

In addition, our research staff members who analyzed the lengthy interviews with the foster parents themselves after a child had been placed in their home, made other evaluations completely independently, with no knowledge of any of the details reported by the social worker, or of those provided by the foster parents in their initial interviews when they were studied as applicants. Although there was good supporting evidence for these two sets of evaluations of the placements--those made by the workers and those made by the research staff--they did not agree sufficiently highly to permit us to combine them. Basically, however, both focused on the quality of the parenting of the particular foster child.

From a very detailed study of the wide variety of information obtained in the initial interviews with these families when they were applicants, we found that a number of their characteristics, taken together, can be used to identify with a fair degree of accuracy those who turned out to be "more successful" and those who were "less successful." And although somewhat different characteristics were significantly related to the evaluations of success made by the social workers on the one hand and the research staff on the other, there was considerable overlap. This has increased our confidence in the findings. The accuracy with which such information could be used in advance to predict the eventual success of a new foster family is sufficient to be of value to homefinders. And if this information regarding the prospective foster parents themselves is combined with other information which an agency has available at the time it considers placement of a particular foster child in a specific foster home, the accuracy of prediction is increased.[6]

HOW TO USE THIS MANUAL

This Manual is divided into six major sections:

- Conducting the Interviews with applicants (pp 7-24).
  The actual Interview Schedules recommended for your use are reproduced here, following some general suggestions regarding the conduct of the interview. In the margin beside each question is a cross reference to the page on which the instructions for the analysis and coding of the answers are given.

  Note that there is a separate Interview Schedule for use with the prospective foster mother(FM) and the prospective foster father (FF). However, the questions in these two Interview Schedules are numbered as one group, starting with the first question in the FM Schedule, and ending with the last question in the FF Schedule. This was done to facilitate reference to the specific questions in later sections.

- How to Code the Answers (pp 25-82). This section includes detailed information describing the way in which the answer to each specific question is to be analyzed and coded.

- Additional Information Available at Time of Decision Regarding a Specific Placement (pp 83-84). In this section are descriptions of several details which could be known by agency staff members at the time they were considering placing a specific foster child in a particular foster home, and which are useful in identifying promising placements. Instructions for coding these are also given.

- Summary Form for use in summarizing interviews and additional information (pp 85-95). This is for use in recording the way in which the interview questions have been coded. Also shown are the ways in which these codes are to be "translated" into "weights," which are then added together to give a Total Score for each applicant couple. Instructions for interpreting this Total Score are given.

- Actual Interviews with a Prospective Foster Mother and a Prospective Foster Father (pp 96-104). The verbatim answers given by one couple to the selected interview questions are shown, along with the way in which each was coded. A Summary Form (pp 105-112) for this particular couple provides an actual example of the use of this form also.

- References (pp 113-116). This section consists primarily of explanatory notes and additional details which may be of interest to some readers.

CONDUCTING THE INTERVIEWS

Several Words of Caution

As a homefinder, you will be in the position of both interviewer and researcher, and this involves two roles which are not completely compatible. In our study, the interviewers were trained only to conduct the interviews. Although they were aware of the general purpose of each question, they did not know the particular way in which the answers would be analyzed or coded. As you gradually learn this, there is a special danger in it, as you may be tempted at times to ask a direct question related to the way in which you might like to code the answer. Any direct question suggesting any possible answer will completely destroy the effectiveness of the particular question, as people are in general rather suggestible. If given any clue as to what answer might be desirable (or not desirable), it is quite natural to use such a cue and answer accordingly. We cannot emphasize too strongly that any additional questions you ask should be of the "non-directive" type, i.e., questions which do not suggest any specific content of an answer. It is very important that you maintain a completely neutral position during the entire period of interviewing. In this role, your only interest is in obtaining as clear a picture as you can of the applicant's thoughts in regard to the various questions covered.

A further caution relates to your role in coding the answers, summarizing them, and making some judgments as to the relative "promise" of a particular couple in regard to caring for school-age foster children. You are not making any judgments about these individuals as persons, or even as parents--but only as potential foster parents. Hence, a negative or unfavorable judgment means only that from the evidence you have, they do not seem likely to comfortable or happy or very successful in caring for a child not their own. And since we know how distressing it is to foster parents to reach the point of asking the agency to remove the child from their home, we are genuinely interested in protecting these families from such an upsetting experience. They and the foster child both suffer if the placement does not work out reasonably well.

Suggested Interview Schedules

For your use in obtaining the information needed, we have prepared Interview Schedules for use with each husband and wife in applicant couples. These are reproduced on pages 11-24 at the end of this section and also separately. In addition to the questions which were found in our research to be particularly useful, a number of others have been retained for a variety of reasons. Some facilitate the interviewing process, while others are needed to clarify the answer to a later question or to establish a frame of reference before the key questions are asked.

In general, we suggest that these schedules be used early in the home study process, for example, after "initial screening," if you use this procedure to determine whether the application should be considered further. You may wish to obtain additional information from applicants, but it would be preferable to use these suggested Interview Schedules as one unit, and your own questions as another unit.

Be sure to ask the questions on these schedules exactly as they are phrased. This is important first of all because our method of coding or analyzing the answers assumes that every individual was asked the same questions and consequently had the same opportunity to give appropriate answers. Every question should be asked.

Each husband and wife is to be interviewed individually. You may want to talk with them together also, but it is very important to use these schedules with them separately. If needed, you could explain: "It is much easier for me to talk with each of you separately first; otherwise I have a hard time sorting out what each of you thinks."

Interviewing Methods

First of all, or course, it is important to make the applicant feel comfortable and accepted. A simple explanation such as "It is very helpful to talk with applicants and find out something about your background and experience as well as your interest in foster care" is usually sufficient.

Throughout the interview it is very important to maintain a neutral position, that is, never to indicate approval or disapproval of anything that is said. You are interested in understanding the applicant's point of view, but you do not have to agree with it in order to understand it. It is wise to avoid making any comments about the content of the answers given, or to offer any opinion of your own. We found this was difficult for some interviewers to learn. But the individual being interviewed does not expect you to share your feelings or reactions. In fact, it interrupts the sequence of the interview if you do this, and of course lengthens the time spent in the interview. Once you have made the individual comfortable in the situation and have indicated that you are interested in and accepting of whatever is said, you will want to focus on the interview itself. It is important to avoid any suggestion of haste and to give the respondent time to react to each question.

Each question has been included with a definite purpose in mind. In general, this will become clear to you once you become familiar with the code. If an answer to a particular question is not clear, or if more information is needed, it is desirable to use a "non-directive" question, such as:

"How do you mean?"
"Could you explain that a bit more?"
"Could you tell me more about that?"
"Could you give me an example of what you mean?"

In general, it seems that a question such as "Is there any other reason?" one which can be answered by "No"--is likely to be answered in just this way, whereas a question such as "Could you tell me more about that?" is much more likely to elicit further information.

Recording the Answers

It is very important that you record in detail the answers to the "open" questions which require detailed scoring later. It takes time to do this, but the person being interviewed generally feels pleased that whatever is said is important enough to be recorded, and does not mind waiting while you do this. The time you take to write down the answer gives the respondent a chance to think a little longer about the question and often additional

useful information will be given. Only when you are thoroughly familiar with the schedules and the method of scoring will you want to risk recording only part of the answer. Space for writing down the answers has been included in the Interview Schedules and if more space is needed, it is easy to write on the back of the preceding page, always using the question number to make clear which question is being answered.

If a tape recorder is available for you to use in recording your early interviews, this would be very helpful. All of the interviews in our research were tape recorded--always with the full knowledge of the person being interviewed. An explanation is all that is needed: "I'm going to record this so that I don't have to take time to write down what you say." As long as you feel comfortable about doing this, the applicant will also. Having a tape recording of the interviews would enable you to review your use of the schedule, ways of improving it, and also would provide the complete answers to each question, which would be of help when you are first learning how to use the coding system.

If Only One Member of the Couple Is Interviewed or If Applicant Is Single

If one member of the couple applying for foster care declines to be interviewed (most likely the prospective foster father), or if the person applying does not have a spouse, we are not able to give you guidelines for interpreting the score based on only one interview. However, as you gain experience in using this method, you may find the information of some use in considering the application.

Name _____ Date _____

Worker _____

INTERVIEW SCHEDULE -- PROSPECTIVE FOSTER MOTHER†

Code on p.

1. Have you ever had children other than your own stay overnight with you without their parents?

   Yes — No (Go to Q.2)

   1a. About how often? _____

   1b. Were they related to you or were they good friends? _____

   1c. What is the longest continuous period of time that any one child has stayed with you? 28

   _____

   1d. About when was this? (Month and Year) _____

2. How did you happen to become interested in being a foster parent? (If needed) What has gotten you personally involved in becoming a foster parent?

3. What do you think will be hard about being a foster parent?

I have several questions about your background.

4. What year were you born? _____ 28

5. What was the highest grade of school you completed? _____

6. Do you have children of your own, including adopted or step-children?

   Yes — No (Go to Q.14)

   6a. How many do you have? _____ Own
   _____ Adopted
   _____ Step-children
   _____ Total

† These suggested Interview Schedules, on pages 11-24, and the Summary Form, on pages 88-95, may be reproduced without obtaining permission from the copyright holder.

(IF R HAS AT LEAST ONE CHILD) (If not, go to Q.14)

7. I have some questions about each of your children. Let's start with the oldest and work down to the youngest. I'll ask you their first names to keep them straight. What is the name of the oldest? (List all with ages)

Special Instructions: Information about children between ages 6 and 12 is more useful than that regarding older or younger children. Note the number in this age range and be sure to ask the following questions about all of them up to a total of 4, if there are that many. If not, ask about the next older (or, if none older, the next in age) in sufficient number to make a total of 4 children covered in detail.

Name	8. Sex	9. Age	10. Is (CHILD) in school? YES What grade?	10. Is (CHILD) in school? NO Highest grade completed	11. (If needed) What is (he, she) doing now?	12. Thinking about (CHILD), what about (him, her) pleases you?	13. What are some of the things about (him, her) that have caused you some concern or worried you?
(Oldest)							
(Second)							
(Third)							
(Fourth)							

28
34

(Go to Q.26)

12

16

61

17

(IF NO CHILDREN OF OWN)

14. Have you had some experience taking care of (other) children or working with children in some way?

Yes

No

(Go to Q.26)

14a. Let me list the principal kinds of experience you have had.

(Ask for 3 different experiences if R has had this many.)

15. Kind of experience	16. No. of chln.	17. Age of chln.	18. How long did you do this?	19. What about this experience did you enjoy the most?	20. What about it did you enjoy the least?	21. Could you tell me how you handled this?	22. How satisfied are (were) you with the way you discipline the children?	23. (IF DISSATISFIED) Could you tell me more?

28

34

13

(IF NO CHILDREN OF OWN) cont'd

24. In working with children do (did) you discipline some children differently than others? 34

(If needed) Could you tell me more about this?

25. Do (did) you use praise and encouragement differently for some than for others? 28

(If needed) Could you tell me more about this?

(ASK OF ALL)

26. Now, thinking about you and your husband--when an important decision has to be made affecting your family such as a move to another town, buying a house, or a change in job, does your husband usually make the decision, or is it done together, or do you usually do this? 39

27. What about managing the family income; does your husband usually decide how most of it will be spent, or is this done together or do you usually do this? 39

(If needed) Who <u>decides</u> how much will be used for clothing and major purchases, for example?

I have some questions about your own childhood and family situation. Knowing something about the background of prospective foster parents is also very helpful.

28. Did you live with both parents while you were growing up?

Yes

No

28a. With whom did you spend most of your growing-up years?

29. How many children, including yourself, were there in your family while you were growing up? 39

_____

30. How many were boys and how many were girls? (Include R in count)

_____ boys _____ girls

31. How did you compare in age--that is, were you the youngest, oldest, or in between?

Youngest Oldest Other _____ (Be specific) 39

32. Thinking back to when you were growing up, did you father have definite ideas about the ways he wanted you to behave?

33. Would you say he was strict or lenient?

34. Did he ever punish you?

34a. How did you feel about it?

35. Did you mother have definite ideas about the ways she wanted you to behave?

36. Would you say she was strict or lenient?

37. Did she ever punish you?

I have something different to ask you about.

In thinking about the kind of child or person that might fit into your family best, it is helpful for us to know how you feel about some common behaviors of grade school-age children. There aren't any right or wrong answers to any of these, as different people certainly have different ideas about handling them.

38. A boy about 10 years old wants to go to the movie with his friends, but he has already spent all of his allowance money. He takes some money from his mother's purse to pay for the movies. That night at dinner the boy tells his parents what he has done and says that he is sorry. 40

Would the parents need to do anything about this?

Yes No

38a. What would you do?

38b. Why do you feel that way?

39. Even though a 10 year old girl knew she had to help with the dishes every night, one night she said she wouldn't do them. 43

Would the parents need to do anything about this?

Yes No

39a. What would you do?

39b. Why do you feel that way?

39c. Why would you do this?

40. One day a boy around 10 years old went to his room and started to cry. When his parents asked him why he was crying, he wouldn't tell them. 47

Would the parents need to do anything about this?

Yes No

40a. What would you do?

40b. Why do you feel that way?

Now I'm going to read some different descriptions of children. You may not have had experience with any of these with your own children, but some foster children behave in these ways. And since people are so different, it is possible that some of these behaviors would annoy you or upset you so much that you wouldn't want to try to handle them at all and others would seem much easier for you to handle.

41. First is a child who just won't mind; he talks back or yells back at you every time you ask him to do something. 50

How do you think you would handle this type of behavior?

Why do you think a child would behave in this way?

42. Next, we're not talking about a child who is sometimes shy, but one who is <u>always</u> quiet, likes to be alone, and doesn't seem to enjoy being around you no matter how nice you are to him. 53

How do you think you would handle this type of behavior?

Why do you think a child would behave in this way?

Name _____ Date _____

Worker _____

INTERVIEW SCHEDULE -- PROSPECTIVE FOSTER FATHER

Code on p.

43. We are interested in knowing how you happened to become interested in being a foster parent.

(IF NEEDED) What else about it appeals to you?

44. What do you think will be hard about being a foster parent? 56

44a. Can you tell me more about this?

I have several questions about your background.

45. What year were you born? _____

46. What was the highest grade of school you completed? _____

47. What kind of work do you do? _____

48. For how long have you been doing this? _____ (years)

(If R has no children, go to Q.51)

(IF R HAS AT LEAST ONE CHILD OF OWN)

I have your child(ren) listed here. Your wife has told me (his, her, their) ages and what (he, she, they) are doing now, and here are some other questions about (him, her, them):

Name	Sex	Age	49. In thinking about (CHILD), what about (him, her) pleases you?	50. What are some of the things about (him, her) that have caused you some concern or worried you?
(First)				
(Second)				
(Third)				
(Fourth)				

(Go to Q.57)

(IF R HAS NO CHILDREN OF OWN)

51. Have you had some experience taking care of (other) children or with children in some other way?

[Yes] [No]

52. Let me list the principal kinds of experience you have had.

(List 3, if possible)

53. Kind of experience	54. No. of children involved	55. Age(s) of children	56. For how long did you do this?

(ASK OF ALL)

57. Have you changed any of your ideas about how to discipline or train children because of your experience [with your own children] [with these children]? 60

57a. In what ways have you changed?

58. Most couples find that there are times when they have somewhat different ideas about how to handle certain situations when they come up with (their) children. What are some of the differences in the way you and your wife react to [your child(ren)'s] [children's] behavior?

59. Have you changed some of your ideas about how to handle children because of these differences? 62

59a. (If needed) In what ways have you changed?

60. Now, thinking about you and your wife--when an important decision has to be made affecting your family such as a move to another town, buying a house, or a change in job, does your wife usually make the decision, or is it done together, or do you usually do this? 64

61. What about managing the family income; does your wife usually decide how most of it will be spent, or is this done together, or do you usually do this? 64

(If needed) But who <u>decides</u> how much will be used for clothing and major purchases, for example?

62. Next--about the social worker--what do you think are the main responsibilities of a social worker who places a child in a foster home?

(If needed) What are the main things a social worker is supposed to do?

63. How would you feel about working closely with a worker from a social agency, such as having the worker visit you regularly to see how things were going? 64

64. How would you feel if the social worker made definite suggestions to you about ways to handle the foster child? 66

Now I have some questions about your own childhood and family situation. Knowing something about the background of prospective foster parents is also very helpful.

65. Did you live with both parents while you were growing up?

[Yes] [No]

With whom did you spend most of your growing-up years?

_____

66. How many children, including yourself, were there in your family while you were growing up? 67

_____

67. How many were boys and how many were girls? (Include R in count)

_____ boys _____ girls

68. How did you compare in age--that is, were you the youngest, oldest, or in between?

[Youngest] [Oldest] Other _____ (Be specific)

69. Thinking back to when you were growing up, did you father have definite ideas about the ways he wanted you to behave? 67

70. Would you way he was strict, or lenient?

71. Did he ever punish you?

71a. How did you feel about it?

72. Did your father explain the reason for doing something when you did not want to do it?

72a. How often did he do this?

73. Did your father praise you when you did things that he liked? 67

74. Did your father show affection for you? 68

74a. In what ways?

75. Was your father religious? 69

75a. How do you mean?

76. How about your mother. Did your mother explain the reason for doing something when you did not want to do it?

76a. How often did she do this?

77. Did your mother praise you when you did things that she liked?

77a. To what extent; would you say a great deal, somewhat, or just a little?

78. Was your mother religious? 70

78a. How do you mean?

I have something different to ask you about.

In thinking about the kind of child or person that might fit into your family best, it is helpful for us to know how you feel about some common behavior of grade school-age children. There aren't any right or wrong answers to any of these, as different people certainly have different ideas about handling them.

79. One day a ten year old boy is very angry with his brother. He deliberately breaks one of this brother's toys. That night his brother tells his parents what happened. 72

Would the parents need to do anything about this?

Yes | No

79a. What would you do?

79b. Why do you feel that way?

I'm going to read some different descriptions of children. You may not have had experience with any of these with your own children, but some foster children behave in these ways. And since people are so different, it is possible that some of these behaviors would annoy you or upset you so much that you wouldn't want to try to handle them at all and others would seem much easier for you to handle.

80. First is a child who just won't mind; he talks back or yells back at you every time you ask him to do something. 76

How do you think you would handle this type of behavior?

80a. Why do you think a child would behave in this way?

81. Next is a child who is always careless--a child who doesn't take care of his or her clothes or the furniture in the foster home. 79

How do you think you would handle this type of behavior?

81a. Why do you think a child would behave in this way?

HOW TO CODE THE ANSWERS

Definition of Coding

The term code as used in this kind of research means to classify an answer in some way. Here it means making a judgment as to the place in a scale where a specific answer would fit as compared with other possible answers. For this purpose numbers are used.

Basis for the Code

The code for each question consists of a series of numbers, generally ranging from 1 to 5 or 1 to 7--the higher the number the more desirable the answer. You may wonder how we decided what was the more desirable answer. Actually, we did not have to decide this, as the final statistical analysis done on the computer told us the direction in which each variable contributed to the prediction of success--whether the higher the rating the more successful the couple or the reverse. The important decisions we had to make were those required in developing the code and in setting up scales with each position carefully defined. This was no problem in coding factual information, such as number of siblings or age of the prospective foster parent; the specific number given in the answer was actually coded and from later computer analysis we determined whether the numbers could be grouped in some way.

However, developing a code for the answers to the open questions was a much more complex task. Our main interest was in evaluating the answers to each question in terms of the particular characteristic which the question was designed to assess or "measure." This required setting up a scale in which the code represented a hierarchy, that is, each successive number described a person with a little more of the characteristic being rated.[7]

In defining the particular steps in a specific scale we were of course guided by the range of answers actually obtained in our interviews, as well as by the results of our earlier study of experienced foster parents and the theoretical frame of reference developed in part from that study.[8] Briefly, this point of view is that some of the very important components of adequate foster parenting are (a) skill in coping with difficult behaviors of the

foster child, including prompt, consistent handling without hostility or rejection of the child and with clear messages as to what is desired, (b) genuine concern and respect for the child's feelings, and (c) interest in the "healthy development" of the child (as contrasted with merely focusing on conforming behavior). We mention these because the answers to many open questions may actually be coded or evaluated in a wide variety of ways. There is always the possibility that one has omitted a type of evaluation that would have been very useful, but since there is a realistic limit to the amount of data that can be combined and used in an attempt at prediction, such choices have to be made. And it seemed preferable to base them on a stated point of view rather than to make them without any overall frame of reference.

The codes described in this Manual are for the most part identical with those actually used in the study, but in a few instances, when several ratings were summed to give a more reliable score, we have omitted some, either because they appeared to be redundant or because they appeared so complex as to be unreliable unless used by carefully trained individuals.[9]

General Instructions

The code for the prospective foster mother's interview is described first, on pages 28-55, and that for the prospective foster father's interview on pages 56-82. The actual number of the question on the Interview Schedules is used to identify it in the code, and if the code requires more than one page, the question number is shown on each.

While you are first learning to use the code, we suggest that you write the code number you have decided is most appropriate in the left-hand margin of the Interview Schedule. After you have become accustomed to using the code, it will be more efficient to use the Summary Form (pages 88-95) and circle the appropriate code directly on it.

In coding you will of course want to be as precise as possible. If you have adequate information, there will be no question about coding facts. However, it will take time to understand the detailed code for the answers to the open questions. We have tried to write all of this as clearly as possible and urge you to approach it as a new and different technique which can be mastered with a little study. The sample interviews with the husband

and wife in one couple (pages 96-104) show one set of actual answers and the way in which each was coded. This may be of help to you as you learn to use this section.

In general, one principle to remember is that you want to be sure to have reasonably good evidence for any extreme rating at either end of a scale as these have the greatest influence on the final score. They also give you the greatest information about the individual. If, however, an answer is vague or unclear, and simply does not include enough evidence to enable you to make an adequate rating, assign the code indicated for "no codable answer" unless a separate code is shown for such vague answers. This will provide the least distortion in the score.

As you work with the code you will become more alert to the kinds of answers which need to be followed with a non-directive question such as "How do you mean?" in order to obtain further elaboration. However, it is very important to remember the precaution mentioned in the earlier section on interviewing, that is, to be very careful in your interviews to use only non-directive questions and never suggest a particular answer or point of view in any follow-up questions asked, as this could seriously distort the answer you would otherwise have obtained.

Coding of Interview with Prospective Foster Mother (FM)

1	Have you ever had children other than your own stay over night with you without their parents?
1c	What is the longest continuous period of time that any one child has stayed with you?

All of the following codes refer to one continuous period of care, both day and night, of one child:

- Never. 1
- One, two or three days and nights. . . 2
- More than three days, through 1 week . 3
- More than one week, through 1 month. . 4
- More than one month. 5

4	What year were you born?

Present age of prospective FM: _____

- 28 years of age or younger. 1
- 29 through 33 years of age. 2
- 34 through 39 years of age. 3
- 40 through 45 years of age. 4
- 46 years of age and older 5

12	What about (child) pleases you?

In coding the answers to this question, we are rating the extent to which R* differentiates among her children, that is, the extent to which she describes each one as a distinct individual, different from each of the others.

The clearest differentiation is indicated by description of personality or character traits, accomplishments, or special interests which are not merely reflections of the parent's or expectations. All of these are termed non-trivial. Contrasting with them are trivial characteristics such as age, sex, position in the family (such as "oldest", "baby of the family")--conditions which have nothing to do with the child's individuality. Also considered trivial are characteristics which primarily reflect the parent's standards or expectations, such as being well-behaved, helping around the house, or "never any trouble."

*For the sake of brevity, "R" will be used in much of the material that follows to refer to the respondent.

12 Equivocal characteristics which can be either trivial or non-trivial include scholastic achievement, pleasantness of disposition, ability to get along well with others, and steadiness of character or morals. While these can fit the criteria of non-trivial, they are often so stereotyped as to describe, in some cases, not what the child is, but what the parent thinks is important. The decision as to whether to consider them trivial or non-trivial often depends on whether the parent mentions the same characteristics for more than one child; if so, they are regarded as trivial.

The code for this question is presented in three alternative sections:

A. If R has two or more children of her own
B. If R has only one child of her own
C. If R has no children of her own

A. If R has two or more children

4. Clearly differentiates between/among children described, mentioning personality characteristics or other non-trivial characteristics which convey an idea of each child as an individual; mentions a different kind of characteristic for each one (e.g. athletic ability for one, scholastic achievement for another.)

If R does repeat the same equivocal characteristic for two children, it should be accompanied by other characteristics for each which definitely show differentiation. A repetition of the same characteristic for more than two would give R a lower code.

"A is very quick to catch on to things and does a lot with his hands. B is a nice young lady and gets good grades at school. C makes friends easily and has a talent for music." (School is mentioned twice, and B is hardly differentiated at all, but there are enough individualizing characteristics mentioned for the other two children to warrant a "4".)

"A is very easy-going, patient, forgiving; B is a very different personality, stands up for herself, is quick-tempered and quick in school." (Both kinds of characteristics are referred to for the two children, but R's concept of them as two very different individuals is evident.)

"A is very good in school and takes great pride in his accomplishments whereas B is very friendly and seems to develop close, long-lasting relationships." (Both are equivocal but are elaborated.)

12 3. Differentiates less clearly: must mention some non-trivial characteristics, but these do not completely outweigh trivial or repeated characteristics; or mentions primarily equivocal characteristics without sufficient elaboration to be clearly non-trivial; or differentiates clearly two children in the family, but mentions only trivial or the same characteristics for two or more others.

"A is quick and active, a tomboy; B is just a perfect child; C is the roughest of them all." (Similar to first example in "4" in that one child is hardly differentiated; different in that differentiating characteristics for the others are not strong enough to outweigh this sufficiently.)

"A is making good progress in school, B is becoming more mature, C is good-tempered." (R mentions a different kind of characteristic for each child, but all are equivocal as descriptions of an individual personality.)

2. Differentiates to a slight extent: mentions primarily trivial characteristics, or differentiates only one child from others.

"A is well-behaved and polite; B has very expressive eyes; C is the only girl; D is a good baby." (Only B is differentiated in any significant way.)

"A is reliable and trustworthy; B has a high sense of ethics; C is a very honest little boy." (R mentions non-trivial character traits, but virtually the same for all three children.)

First three children are pleasing because they "mind well," but child D is "a happy-go-lucky little boy who gets into mischief, but doesn't hold a grudge when you punish him."

"A gets along well with everyone; B never causes me any trouble; C is the baby of the family." (Although an equivocal characteristic is mentioned for A, the other two are trivial and hence R is coded "2".)

1. Does not differentiate: repeats same thing for all children or is unable to mention any characteristic for one or more children.

"A is friendly and gets along well with other people; B also gets along well with people and can be very sweet."

"A does fairly well in school, loves to help, is good in general; B is pretty much the same."

"A is pleasing in every way; so is B."

12 • B. If R has only one child of own

If R has only one child, it is necessary to use the extent to which she talks about this one child as a distinct individual as an indication of her potential for differentiation among children. Because there is less possible evidence, when R has only one child, our criteria are stricter in this code, and codes "3" and "2" here are quite similar to "4" and "3" in the previous code.

4. High potential for differentiation. R is clearly pleased with her child's individuality. May be equivocal but must elaborate sufficiently to show that child is viewed as a distinct individual.

"His ability to think things through: sometimes he'll come back an hour after you've talked about something and tell you something he figured out himself."

"He's a pretty good kid. He's easy to get along with. He loves company. He also loves to accomplish something if he thinks he can't do it, you know, he'll work at it and do it and think he's really doing something."

3. Some potential for differentiation; not clear enough to be coded "4". May be a mention of an equivocal characteristic but must have some elaboration.

"She does real good in school and enjoys it a lot."

"He is the best-natured little boy--always seems to be happy-go-lucky."

2. Slight potential for differentiation; generally mentions only or primarily equivocal characteristics with no elaboration.

"She's so happy and good-natured and never any trouble."

1. No evidence of potential for differentiation. Mentions only trivial characteristics.

"He's a boy and that's what we wanted."

"He is so well-behaved."

"She minds well."

12 • C. If R has no children of own

If R has no children of her own, you will need to rely upon her answers to Q 14-25 to provide evidence of her potential for differentiation.

First examine her answers to Q 14 through 19 (Q 19 "What did you enjoy most" is the most useful) to see if R gives evidence that she perceives children she has had experience with as distinct individuals. If so, this is sufficient evidence for a code of "4" or "3", shown here.

4. Clearly differentiates between/among at least two children, describing both.

"Being able to work with the same children for a year and a half in school. They require a great deal of attention so that you have to work with individuals and that's a one to one situation so that you really get to know each child and you can see his weaknesses and his strong points and you get to bring out his strong points and try to help strengthen places where he's weak, and I think in a small classroom it's quite different than the experiences I had before. And you watch each child grow from the beginning of the year to the end of the year."

"Getting to know my niece and nephew so well. They're such different children. J is a happy-go-lucky little girl who doesn't seem to have a worry in the world and is really delightful to be around as she's enthusiastic about things she does. B is really rather quiet and serious but when you get to know him, he's such a thoughtful little boy and asks such interesting questions that it's fun to be with him too."

3. Differentiates, but describes only one child as a distinct individual.

"Each one was different. I remember especially the one little boy who was always getting into mischief, but when you reprimanded him his eyes shone and I realized he just wanted extra attention."

Answers such as "I love children; they're fun to be with," "I guess rocking him to sleep and feeding him" do not indicate differentiation.

12 If there is not evidence in the answers to Q 14 through 19 sufficient to code a "4" or a "3", you <u>then</u> examine the answer to Q 25 ("Do you use praise and encouragement differently for some?") to see where it would fit into the following code. Note that the highest code possible is a "3"; this is because the question itself suggests differentiation.

3. <u>Differentiates clearly</u>.

The description of this code is very similar to that for a "4" in Sections A and B but since the idea of differentiation has been suggested by the question R cannot be rated more highly than a "3." Codes "2" and "1" have been adjusted in the same fashion.

"Oh, yes, some children need a lot to keep them going and another child gets too big-headed when he gets too much praise."

2. <u>Differentiates to some extent</u>.

"Some need it more than others".

1. <u>Differentiates slightly or not at all</u>.

"No, if they did good and I thought they did good I told them or I let them know in some manner."

"Yes if they deserved it I used it, but if they didn't, I wouldn't use it."

13	What about (child) concerns or worries you?

Here again our primary interest is in whether R describes each child as a distinct individual. The criteria used are similar to those used for the previous question.

To be rated highly, R must describe non-trivial characteristics such as personality or character traits; often the concern in these is with some aspect of the "healthy emotional or social adjustment of the child." In contrast, trivial characteristics would be clear expressions of the parent's own standards or expectations, such as obedience or conformity.

Equivocal characteristics, such as school performance, disposition, and ability to get along with others, are treated in the same way here as in the code for pleasing behaviors. For example, if it is clear that the parent is concerned with the child's poor work in school or difficulty with friends as problems in the child's "healthy development," this is a non-trivial concern. But if the concern seems to be with the child's failure to measure up to a stereotyped standard, it is considered trivial.

Illness is frequently mentioned as a reason for concern but is not regarded as sufficient evidence of clear differentiation unless the child's reaction to being sick is the point of concern. If illness is mentioned, the interviewer should ask "Other than illness, what about (child) concerns or worries you?"

The code for this question is presented in three alternative sections:

A. If R has two or more children of her own
B. If R has only one child of her own
C. If R has no children of her own

A. If R has two or more children

4. Clearly differentiates between/among children, describing each as a distinct individual.

"A is real slow at doing things; B is a very sensitive child and she's what you could call moody; you have to be very careful about what you say to her. C has a quick temper and gets into trouble with his friends because of it."

"Her bluffing; being the oldest she thinks she has to be the boss and she's hard on her younger sister; B is too soft-hearted--every little animal bothers her if she sees one hurt or something; C's health; I've had a lot of trouble with his having running ears ever since he was born." (C is not clearly differentiated but the other two are.)

13 3. Differentiates less clearly; must mention some non-trivial characteristics, but these do not completely outweigh trivial or repeated characteristics; or mentions primarily equivocal characteristics without sufficient elaboration to be clearly non-trivial; or differentiates clearly two children in the family *but not the others.*

"A doesn't make friends easily; B is doing poor work in school; C pouts much too easily." (All are equivocal.)

2. Differentiates to a slight extent; mentions primarily trivial characteristics, or differentiates only one child from others.

"A doesn't mind me as well as he should; B bosses her sister and then her sister (C) is hard on the baby." (All are primarily trivial.)

"A is quite an operator--it worries me how he controls his sister and brothers; B is outgrowing the things that cause concern, I don't think there really is any particular worry; I haven't had any problems with C." Only one child is described in distinctly individual terms here.)

1. Does not differentiate among children. May mention illness only for each of several children or indicate that nothing is of concern regarding the children.

"Oh, nothing has ever worried me."

B. If R has only one child of own

Here again we are using the extent to which R talks about one child as a distinct individual to indicate her potential for differentiation among children but the criteria are stricter. Codes "3" and "2" are quite similar to "4" and "3" in the previous code.

4. High potential for differentiation. R indicates concern about child's "healthy emotional or social development." May mention equivocal but must elaborate sufficiently to show that child is viewed as a distinct individual.

"Well he has a hard time making new friends. We just moved here last fall and he was miserable the first couple of months. He's sort of shy and doesn't find it easy to start playing with a strange group of boys."

13 "She's just too soft-skinned. Her feelings are hurt so easily and some of her friends don't even understand that they're upsetting her when she starts to cry."

3. Some potential for differentiation; not clear enough to be coded "4". May be a mention of an equivocal characteristic but some elaboration.

"He's having a hard time in school and doesn't seem to enjoy it at all."

"She just goes overboard when we have company and wants attention from everyone, and people get tired of that so she doesn't get the attention she wants." (Is not elaborated enough to show that concern is for child's healthy development.)

2. Slight potential for differentiation. May mention equivocal characteristic with no elaboration, or trivial combined with equivocal.

"He's got quite a temper. Sometimes if he doesn't have his way he starts screaming."

"She's very quiet and takes a while to warm up to people." (Is equivocal only)

"This thumb sucking and the fact that he's a mommy's baby and when I go out of the room and his daddy's holding him he cries sometimes--he's too spoiled." (Concern with being "spoiled" could be concern for healthy development but there is no evidence that it is.)

1. No evidence of potential differentiation.

"He whines a lot, which isn't very nice." (It seems clear that R is concerned about this because of her own reaction to it.)

"Nothing really--at that age you don't get the problems that they get later."

"When he was sick of course I was concerned." (Anything else that has concerned you?) "No."

"There's nothing really that has caused us too much concern outside of what any child will go through."

13• C. If R has no children of own

If R has no children of own, use Q 14 through 25 for evidence of her potential for differentiation.

First examine her answers to Q 14 through 23 (particularly Q 20 "What did you enjoy least") to see if she can be coded "4" or "3". Note that we are substituting her answer to what she enjoyed the least or her satisfaction with discipline of children for "worries or concerns you."

4. Clearly differentiates between at least two children, describing both as distinct individuals.

"Well one was a very stubborn child that didn't care at all if he got spanked. You could spank him all day long and he wouldn't behave differently. It was some time before I found that leaving him out of an activity worked better. Then there was a real sensitive little boy. If anything went wrong he would cry and the others teased him. I had a hard time trying to get them to stop this."

3. Differentiates but not as clearly as in "4". May describe only one child as different from others.

(Q 20) "Well I enjoyed least the frustration of not being able to reach certain children. There are several in one class I have that I just can't seem to interest no matter what kind of activity we do, and I'm really worried about what they are going to get out of school this year."

Answers to Q 20 such as "temper tantrums," or "when she cried" are not sufficient for a rating.

If R cannot be rated "4" or "3", examine her answer to Q 24 (Do you discipline some children differently") to see if it provides evidence of any of the following codes. Note that the highest code possible is a "3"; this is because Q 24 actually suggests differentiation.

3. Clearly differentiates, describing at least two different reactions to discipline, or two distinct children.

"I remember one child you'd just look at and he'd be in tears. That would be enough for him. And with another child, it would be another thing. You know, sit on a chair or something like that."

13 "Well I don't think I've really had that much experience. But I don't think I would treat every child the same. Definitely not. (How do you mean?) Some children are very timid and shy and you can't talk with them the same way as a child that's really outspoken. You can kid him a little more than you could a timid shy person."

2. Differentiates to some extent, describing one child's reaction, or indicating in a general statement a favorable attitude toward differentiation.

"Yes, because the problems they present need different discipline."

"Yes, one little boy had temper tantrums almost every day, and I finally learned that if we all walked away from him, he would get over them real quickly."

1. Differentiates slightly or not at all.

"No I don't believe so."

"No, I'm impartial."

"I'm always looking for different ways to do it." (How do you mean?) "I can't think of any examples."

26 When an important decision has to be made affecting your family, who makes it?

The purpose of this and the following question is to determine whether one member of the couple generally makes these decisions, or whether the two members make the decisions together part of the time, or most of the time. We are interested in what is "usually" done, as there may be occasional exceptions in most families. The answers are coded as follows:

By husband alone 1
By wife alone 1
Some by husband, some by wife, some together (any combination of at least two of these) 2
Most or all are made together 3

27 What about managing the family income; how do you decide how most of it will be spent?

The answer to this question is more difficult to code, as sometimes the answer is in terms of who pays the bills or who writes the checks. However, this is <u>not</u> what is needed; we are interested in how the couple <u>decides</u> how much money will be used for different purposes or whether a major expenditure will be made.

By husband alone 1
By wife alone 1
Some by husband, some by wife, some together (any combination of at least two of these) 2
Most or all are made together 3

29 How many children, including yourself, were there in your family while you were growing up?

The exact number of children, up to nine (for nine or more) is to be recorded.

31 How did you compare in age--that is, were you the youngest, oldest or in between?

Only child, or youngest, or younger of two 1
Next to youngest if more than two children in family 3
Neither of the above 5

38	A boy about 10 years old wants to go to the movie with his friends, but he has already spent all of his allowance money. He takes some money from his mother's purse to pay for the movies. That night at dinner the boy tells his parents what he has done and says that he is sorry. Would the parents need to do anything about this?
	Yes — What would you do?
	No — Why do you feel that way?

This situation requires prompt response on the part of the parent; but it has the additional feature of the child's confession of his wrongdoing. Consequently, answers to this question must be coded in terms of a double criterion: adequacy of discipline and consideration of the confession in handling the behavior.

Whether the parent acknowledges the confession of wrongdoing and whether she acknowledges it to the child, is an extremely important detail in the coding.

7. R explicitly acknowledges the child's confession in talking to the child and administers adequate discipline for the act of taking money.

   Nature of the discipline is not important here, as long as it consists of more than just talking and is not harsh. (We considered a spanking not particularly appropriate to the offense, but did not consider it unduly harsh; it is therefore "adequate" discipline; also, some very tentative forms of discipline would be considered adequate here.)

   Most answers in this category will be on the order of "I'm glad that you told me the truth, but you will have to repay the money." Even a more grudging acknowledgement of the confession would be adequate however; the parent must simply mention it explicitly in talking to the child. Distinguish from "1" however.

6. R acknowledges the child's confession in discussing her response with the interviewer, but gives no explicit indication of mentioning this to the child, and administers adequate discipline.

   Differs from "7" only in that parent shows awareness of the confession but does not indicate intention to mention it to child.

38

It is here that possible difficulties in distinguishing from a "1" are more likely to arise. Some parents in this category may mention in their discussion of the confession the possibility that the child made it to avoid discipline, but this differs from a "1" in that a parent in "7" or "6" does not think this more probable than a genuine confession, but gives child the benefit of the better interpretation.

"Take some privilege away from him because otherwise he could go in his mother's purse anytime he was short of money and say after he had spent it, "I'm sorry." It could become a habit if they didn't let him know they were displeased with his actions. Maybe he thought he'd be able to get away with it again if he said he was sorry and maybe not--"

5. R's principal action is to praise child for the confession.

Distinguish from "7" in that there is no discipline to accompany the praise. Distinguish from "4" in that there may be mention of why taking the money was wrong, but emphasis is on praise.

"I think I'd praise him for telling the truth; even though he did something very wrong, he still had the courage to come and tell me about it."

4. Either "a" or "b" below

a. R confines action to just talking to child about why the behavior was wrong.

May or may not acknowledge the confession, but emphasis is on explanation of the wrong-doing, such as:

"I'd tell him that even though it was good to tell the truth, what he did was stealing and was still very wrong." (R's use of the expression "even though" indicates she is subordinating the confession and placing more emphasis on the explanation.)

If these two elements are exactly equal in emphasis, however, with no greater importance given to either praise or blame, use the higher code, "5".

b. R denies need for action.

"Since he confessed, I wouldn't do anything."

If an answer is mixed, as "If it was the first time, I'd just talk to him, but if he did it again, I'd punish him," code in terms of how R would handle under the actual conditions described: it was the first time, so code "4". "If he confessed, I wouldn't do anything, but if he hadn't, I'd spank him good," is coded "4" as the child did confess.

38 3. R administers adequate and reasonable punishment but does not mention confession either to child or in discussing his response with interviewer.

"I'd give him a good spanking and explain to him why he must never do that again."

"I'd give him some kind of punishment, I guess."

"I'd give him a good spanking."

"Well, if it was the first time, I'd just have him repay the money out of his allowance."

"No more movies for a month."

Also--no codable answer (but code "4" if parent answers but denies need for action)

1. R responds rigidly--may punish harshly and/or treat the confession as an attempt to escape punishment.

It may be somewhat difficult to distinguish "harsh" from severe, which could be coded "3" or even "6" or "7". While taking movies away for a month, or even two, seemed too severe to us, we did not consider it harsh; if the deprivation went for six months, it would be harsh. Such obvious harshness is rare, however; more usual is a more ordinary form of punishment based on the assumption that the child confessed in order to escape discipline. Not every mention of this possibility should be coded here; only if the parent thinks it is the more probable reason for the confession is her response coded "1".

39 Even though a 10 year old girl knew she had to help with the dishes every night, one night she said she wouldn't do them. Would the parent need to do anything about this?

Yes	No
What would you do? Why would you do this?	Why do you feel that way?

The answers to these questions are coded in two ways, shown in Parts I and II. These two separate codes are circled on the Summary Form and added together.

Part I. Handling of the girl who wouldn't do the dishes.

Four criteria are used in coding the handling : firmness, flexibility, empathy for the child's feelings, and presence or absence of an explanation of why it is important in general to be consistent about jobs.

7. R is firm in general but would allow the child to skip an occasional night for a reason that seems good enough to R; would also explain.

"Oh, everybody deserves a day off once in a while; I might mention to her before she leaves though that everybody has a job to do and it's important to do it every day."

6. Either a or b.

a. Same as "7" except that R does not explain importance of doing jobs. Finding out why child does not want to do dishes does not constitute an explanation.

Reasons which seem sufficient to R vary widely, from sickness to just needing a break in routine; the reason is not important for coding here--what is important is that R can be flexible for some reason. However, if sickness is the only reason R mentions and then goes on to assume that the child is not sick and will have to do the dishes, do not code "7" or "6." If R had said "If she's not sick, I'd make her do them," she would be coded "2" because the implication is that incapacity would be the only situation in which the child would not do the dishes.

"Well, if she didn't have a good reason I'd make her do them." (R does admit the possibility of a situation other than actual incapacity in which she would allow the child to skip a night.)

"Maybe she's sick; I'd let her off for one night." (Sickness is the only reason mentioned, but R shows a tendency to be flexible in assuming that it is likely.)

39

"If she just comes right out and says 'I don't want to do it," I'd probably make her do them, but if she asked me for a night off I might give it to her."

"I'd make her do them....Unless she had a real good reason--something important."

"I suppose it would depend on her reason for not wanting to do them. If she wasn't going to do them just because she was mad, I'd make her do them anyway." (R assumes there isn't a good reason, but like R in the first example, does consider the possibility of a reason good enough.)

"It would depend on her reason--whether she had a good reason or not." (Firmness need not be extremely clear; this answer implies letting her off for a good reason but making her do the job for a poor one.)

b. R is firm, sympathetic, and explains, but is not flexible. R understands why child might not feel like doing the dishes every night and explains to her why she must do them; does not mention allowing her to skip a night except for incapacity.

"Well I don't like having to do them every night either, but I think it's important to learn that they still have to be done whether you feel like it or not. I'd explain it to her and we'd do them together."

"If she's not sick, I think she'd have to do them. I know how she feels, but I'd explain to her that life's like that."

5. Same as "6b"--R is firm and sympathetic, but not flexible--except that there is no indication of explaining to child.

or

Sympathetic but not firm; does not indicate that child is normally expected to do dishes regularly.

"I don't think children should be expected to help with housework every night."

"I know how she feels; I'd tell her to leave them" (If R had added "for one night" she would be coded "6".)

"Well I'd sit down with her and explain that nobody feels like doing a job every night, but that people are depending on her to do her part." (The explanation is irrelevant unless there is some indication that R would enforce the assignment of responsibility.)

Also - no codable answer.

39 3. R is firm, makes child do dishes, and explains why; but shows little or no sympathy for child's feelings.

"I'd just tell her that everybody has to do things sometimes that they don't want to do, and she'd have to do them."

2. Same as "3" except no indication of explanation.

"I'd make her do them."

"When a child tells me they don't have to do something they find out differently."

"If she's not sick I think she should do them."

1. R punishes child but doesn't make her do the dishes.

"Well, she could spend the rest of the night in her room then."

"If she doesn't want to do her part, then maybe I wouldn't do mine for a few days--not wash her clothes or something."

If R punishes child in order to get her to do the dishes, code "2", or "3" if there is an explanation.

"She'd either do them or get a spanking."

"She'd stay in her room until she did them."

• Part II. General frame of reference indicated by parent in responding to this incident.

The following code describes the general point of view R describes in her handling of the girl who wouldn't do the dishes--why she reacted as she did (often made clear in answering "Why would you do this?"). What seems to be most important to her in the situation; what is her overall frame of reference in reacting to the incident? Note that there are just three codes here.

6. R sees the situation as a fairly natural one in a family, that there will occasionally be reasons why someone cannot or does not want to do a regular job.

"Everybody does things different once in a while; a first time might be excusable."

"If she asked me if she could go to a movie just one night instead of doing the dishes, I wouldn't think anything of it."

39

"If it only happened once, I would't be concerned about it."

"If she really had something else worthwhile to do I wouldn't keep her from it."

"Well, I think it's important to learn to do jobs regularly, but nobody's a machine." (R is concerned about social training, but seems to regard the need for occasional flexibility as equally important.)

4. R emphasizes the need for social training, or uses the situation as an opportunity for training.

"Well, it's her responsibility."

"She needs to learn that everyone has to do his part."

"I think girls should learn to do housework."

"I know how she feels--I don't always want to do my work either--but she needs to learn that everybody has to do his job whether he feels like it or not."

Also--no codable answer.

1. R sees situation as threat to own authority or to family structure and/or functioning; may be simply rigid about doing things in an accustomed manner.

"It's her job." (Distinguish from first example in "4", where responsibility is mentioned.)

"If she gets away with it once, she'll do it again."

"What if all the kids refused to do their jobs?"

"She has to learn to respect authority." (R is concerned about teaching, but she wants to teach obedience rather than responsibility.)

40	One day a boy around 10 years old went to his room and started to cry. When his parents asked him why he was crying, he wouldn't tell them. Would the parents need to do anything about this?
	Yes — What would you do?
	No — Why do you feel that way?

Two aspects of the handling of this situation are considered in coding: (a) concern for the child, including what might be the cause of this unusual crying; and (b) respect for the child's privacy. The parent's response is coded in terms of whether she shows both, just one, or neither of these qualities in handling this situation.

7. R is concerned but leaves child alone, respecting child's privacy; does not try to find out cause of crying at the time or later.

"I'd make sure he wasn't hurt, and then I'd just let him cry. Sometimes they just want to cry."

"Well there could be a lot of reasons for his crying, and I think in some cases you have to respect the privacy even of a child." (Concern need not be explicit; in this case R's mention of possible causes for the crying is sufficient; R is leaving the child alone for a reason, not because she is confused about what to do or unaware of the possible importance of the situation, in contrast to a "3".)

6. R is supportive and concerned, but wants to find out why child is crying; does not pressure, however, but waits until the child is ready to tell.

Distinguish from a "7" because here the parent is concerned about finding out why child is crying.

Distinguish from a "4" because here the parent gives the child the option of not telling; is willing to wait and is not as determined to find out.

"Well, while he's crying you can't really talk to him anyway; so I'd wait and try to talk about it when he's not so upset."

"I'd tell him that I'd like to help him and that if he feels like talking about it I'll be around."

"Leave him alone until he gets over the crying spell, and then he'd tell them."

40 5. R is supportive and concerned; thinks it's important to find out why the child is crying, but tries to find out from sources other than child himself.

"If he had been outside playing, I'd ask the other kids what was wrong; or if he'd been at school I'd call the teacher."

Note: If this method is used in conjunction with the more direct method of trying to find out from the child, code in terms of the latter, as illustrated in the following:

"I'd ask him if he wanted to tell me, and then if he didn't, I'd ask the other children if they knew what was wrong; if they didn't I'd just have to wait until later and see if he felt like talking about it then." Code "6".

"I'd talk to the other children first to see if they knew what was wrong with him, and then I'd go sit with him and comfort him until he could tell me what was troubling him." Code "4".

Also--no codable answer.

4. R is supportive and concerned, thinks it is very important that parent find out why child is crying; is gentle but determined in efforts to find out.

"It's up to the parent to find out what's wrong; after all you're responsible for him." (The methods are not clear here, but the concern is sufficient evidence that R would not be harsh.)

"I'd try to get it out of him; children don't cry for no reason. Of course you couldn't force him to tell, but if you sat with him and told him 'I can't help you if I don't know what's wrong,' he'd tell you." (R is a little brusque, but there is enough evidence of concern and an attempt not to pressure sufficient to code "4", rather than "1".)

"You wouldn't want to pressure him, and yet you'd want to know. I think I'd just sit with him and tell him that there's nothing so bad that he can't tell me about it. I'm sure he'd really want to get it off his chest." (R doesn't want to pressure, but her concern to know seems to be the more important motivation.)

40 3. R leaves child alone because of insufficient concern or confusion and uncertainty about the situation and what to do about it.

"Well, if he doesn't want to tell you, there's not much you can do."

"Let him have his cry, if that's what he wants."

"Well, you'd like to know, but if he doesn't want to tell you, I guess you'd have to leave him alone." (R expresses some concern, but not enough to out-weigh the sense of helplessness: R leaves child alone, not out of respect for privacy, but because she doesn't know what else to do.)

1. R pressures or punishes child to tell why he was crying; no or little evidence of support or concern; may assume child has done something wrong.

"Well, there would have to be a reason; all you could do would be to try to get the reason out of him." (In the absence of any evidence of concern, the procedure of "getting it out of him" has to be assumed to be pressure.)

"You'd have to find out why he was crying." (Lack of evidence of concern.)

"I think they should find out what's wrong with him. I'd find out and if there's nothing wrong with him, if he's just crying to get his own way, then I think I'd give him a little spanking." (Even if R had not given the spanking, the assumption that the crying is probably to get his own way would qualify for a "1".)

"He may be hurt or he may have done something he doesn't want you to know about. I think the parent has to find out what it is, even if you have to leave him in his room all day to find out." (A parent may mention the possibility of wrong-doing as one of the things the child may not want to tell, and still be coded "4" if there is also consideration of a reason more sympathetic to the child and if the handling is non-pressuring. In this case, however, the emphasis in R's handling is based on the assumption that child's crying was manipulative.)

41	First is a child who just won't mind; he talks back or yells back at you every time you ask him to do something. How do you think you would handle this type of behavior? Why do you think a child would behave in this way?

7. R describes firm, consistent handling, with emphasis on retraining child.

R describes some sort of prompt response to the behavior each time it occurs, or firm statement of rules with indication of how they would be enforced.

"I would explain to him that around here children do not talk back to their elders, and when he did it, I'd punish him."

"Perhaps if he's going to scream we'll have a special screaming room in the basement; and he can scream there but not up here. When he got angry, we'd say, go down in the basement if you're going to scream."

"He'd get a slap in the mouth every time he did that."

The nature of the punishment need not be clear, but there must be some indication that a disciplinary action will follow each act of defiance (the expression "when he did it, I'd discipline him" is considered sufficient evidence of consistency). Harshness (coded "1") is determined not so much by the nature of the discipline (very seldom will a respondent describe an obviously abusive punishment to an interviewer) as by its intent: a harsh discipline would be motivated by anger or revenge rather than by a desire to teach the child. In the case of the third example, the phrase "every time he did that" is evidence or the parent's intent to retrain.

6. Like "7" except that firmness or consistency is less clear.

In the following examples the disciplinary actions are firm enough, but there is insufficient evidence of consistency.

"I'd give him a spanking."

"A couple times over my knee and he'd straighten out."

"Take some privileges away from him."

The answers below show determination and probably persistence, but there is insufficient evidence of just what disciplinary action would be used to enforce the rules.

"I'd have to be pretty stern with this child."

"You've got to show him who's boss. I'd let him know right away that around here the rules are to be followed by everyone."

41 To distinguish between a rather severe punishment which should be coded "6" and a harsh one which should be coded "1", you will not have the criterion of consistency which qualified even a rather severe discipline as a "7", but will have to rely on the distinction between less clear evidence of an intent to teach which will be coded "6", or evidence of anger or vindictiveness which is coded "1".

"I can't stand a child who talks back; I'd slap him right across the mouth." (Unless there is some indication in the remainder of R's response that this is not a simple expression of anger and dislike, code "1".)

"A slap across the mouth would teach him a thing or two." (As an expression of intent to teach, this may be less than straightforward, but unless there are other indications of vindictiveness, give R the benefit of the doubt and code "6".)

In some cases the response to the next question ("Why do you think a child would behave in this way?") may be helpful in deciding between code "6" and "1". The parent who answers, "Because he hasn't been taught any better" may be assumed to intend teaching, while the one who attributes defiance to "a bad temper" or "just trying to get away with something" has not shown an awareness of the problem as one which requires both correction and retraining.

5. <u>R uses long-range methods which lack firmness but may have some effectiveness</u>.

Examples: giving love and attention, gaining child's respect, ignoring the behavior, refusing to respond with anger, showing him that members of this family do not shout at each other.

These methods are often combined with some form of discipline; if there is evidence that R is likely to use discipline in conjunction with such methods, code "7" or "6", whichever is appropriate; but even if discipline is mentioned by an R who prefers reliance on the long-range method, code "5".

"Well you might try discipline, but I don't think you should really need it; I'd try just ignoring the shouting for a while." (This answer would be coded "5"; however, if R said "I'd try ignoring it for a while, but if that didn't work, I'd have to punish him" code "6" because of the greater willingness to use discipline.)

4. No codable answer

41 3. R's principal technique is to talk to child; no (or very weak) evidence that discipline would be used.

"I'd give him a good talking to--make him understand that around here children don't talk back to adults."

"I'd explain to him patiently why I wanted him to do whatever I had asked."

"I'd try to find out why he felt so defensive and angry."

"Well, I might want to use some discipline, but I think at first I'd just talk to him about it." (However, note that "I'd talk to him at first, but if he didn't stop I'd have to discipline" would be coded "6".)

2. Vague response, indicating lack of ideas about handling defiance.

"I'd have to do something about it."

"You certainly couldn't allow that to go on."

"I'd have to get help on that one."

Many parents may indicate a need for help in handling this behavior; code "2" only if this is their principal response, and if they seem to have really no ideas of their own to try.

1. R describes harsh punishment with no indication of attempt at retraining.

See explanations in "7" and "6"; code here only if there is no evidence of interest or need to retrain child.

42	Next, we're not taking about a child who is sometimes shy, but one who is always quiet, likes to be alone, and doesn't seem to enjoy being around you no matter how nice you are to him. How do you think you would handle this type of behavior? Why do you think a child would behave in this way?

7. R describes patient, determined efforts to get through to child, to help child trust others, and/or to involve child in relationships with other people; describes a non-pressuring, subtle, but persistent approach.

   Must describe a continuing effort, one in which R is active but not pressuring, one which it seems likely that a withdrawn child could respond to.

   "I would invite him to go on walks with me and just keep talking to him off and on, about different things we saw until eventually he'd feel like talking to me."

   "I'd watch and see what he did like to do, and then I'd try to reach him by talking about or participating in it with him."

6. R indicates effort to get through to child, using a method which may have some effectiveness, but which is less subtle, less persistent, or not as clearly non-pressuring as "7".

   "I'd make sure that he was around when the family did interesting things together; eventually he'd want to join in." (Less clear than necessary for a "7" that R would be actively involved in trying to draw the child into family activities. There should be a description of some subtle, non-pressuring action by R.)

   "I'd try in small ways to get him to do things with me--little jobs or doing things he's interested in." (Not clear enough for a "7" what the nature of R's methods of relating to child would be.)

   "Well, I'd try to take him places and do things with him and try to talk to him and hope he'd talk to me; if that didn't work, I guess I'd have to ask for help." (Not enough patience and determination for a "7".)

42 5. R indicates motivation to get through to child and/or belief that this is possible, but does not describe any particular means or approach to accomplish this.

"Oh, I really feel that I could get through to a child like that (I was a little shy as a child, or one of own children is very shy); I just feel sure that being with him and not pushing, but just letting him know you're there would bring him out of his shell eventually."

"I think if he was in a family with other children he would see how they are treated by their parents and what fun they have and eventually he'd feel confident enough to join in."

"No child could remain shy and alone for long in this family--my children are always doing something; it would have to rub off." (This answer differs from the first example in "6" in that R does not indicate an attempt to make sure that the child was present during family activities; there is no action on R's part, just confidence in an atmosphere.)

4. R describes methods of getting through to child which lack subtlety to the degree of impairing effectiveness--a withdrawn child would be rather unlikely to respond to them.

"I'd joke around with him."

"I'd just say 'Come on do this or do that with the other kids' instead of just being alone all the time (differs from other examples involving own children in that R is actively involved but rather unsubtle and pressuring.)

"I'd try to get him involved in group activities--get him into boy scouts." (Too much pressure, unsubtle.)

"I'd try to find something to amuse him." (It is not clear how R would do this, but the expression "to amuse him" suggests an inadequate appreciation of the delicacy of the problem.)

"I'd talk to him, ask him if something was bothering him, try to find out why he was so shy." (Too direct, unsubtle.)

Also - no codable answer

42 3. Vague statement about desirability of changing child but no plan of action; lacks motivation and/or confidence of "5". May underestimate the problem and expect rather weak methods to work.

"That shouldn't be too much of a problem--you have to leave him and try and be as good to him as you could and in time he would come out of it and act like the rest of the children." (Underestimates)

"Well, if they are too shy--it's hard to say how shy too shy is-- you'd have to try to get them interested in something somebody else is doing." (Vague and rather unwilling to regard the problem as one requiring action.)

"If it continued, I'd take him to the Child Guidance Clinic or ask the social worker for help." (Asking for help need be coded here only if R has a lack of other ideas to try for herself.)

1. An answer indicating lack of understanding the problem: would leave child alone, punish him, or otherwise deal inappropriately with withdrawal, or lack of any ideas.

"Some people are just shy; if he seemed happy, I wouldn't bother him."

"I'd see that he had puzzles and things to keep himself busy." (R is not completely passive, but does nothing to try to change the habit of being alone all the time.)

"Well if he didn't like me, I wouldn't force myself on him."

"I don't know what I would do."

44 What do you think will be hard about being a foster parent?

In coding the answers to this question we are focusing on the point of view of the Respondent--whether he is looking at the placement from a child-centered or a self-centered point of view. The specific content of what he thinks will be hard is important only as it indicates this overall frame of reference. However, because of the wide variety of answers, a number of different criteria or combinations of answers are listed for each of the codes.

Throughout the code which follow, the two terms child-centered and self-centered are each used in a specific way--child-centered as described in 5a and self-centered as described in 1a.

5. Clearly child-centered. May be either a or b:

a. Only child-centered concerns are mentioned: R focuses on the foster child's feelings, needs, and/or difficulties in coming into his home; is concerned about knowing how to help him with his problems, make him feel part of the family, and/or deal with the fact of being separated from his own parents and living in a home where the parents are not his natural parents but may have children of their own (Note: this differs from concerns with adjustment coded "3" in that it is seen as a continuing unavoidable difficulty inherent in the situation, rather than as a possible problem of either foster parent or foster child.)

b. Child-centered concerns are combined with simply realistic considerations such as the temporary nature of foster care, the fact that the child may have special problems or difficult behaviors for which R will have to find new techniques of discipline, the fact that both foster family and foster child will have to adjust to new personalities (again, this differs from a concern with adjustment, coded "3", in that it regards mutual adjustment as a fact of the situation rather than as a possible problem of one or the other of the parties concerned.)

"Well, we'll be strange to him and he'll be strange to us. I think my family can take into account all he might have been through and adjust ourselves to behave in a way that will help him rather than make things harder for him, but it's always a concern. . ."

"Well, it's probably hard when you have to see them go--you just want to feel at that time that you've done them some good while they were here."

"The difficulty is that you've got to try to do as much or more for him as his natural family and make him feel as secure with you as though you were his natural family without ever really wanting to replace his own family, because he may go back to them some day."

4. Child-centered concern less clear. May be a, b or c:

a. Realistic considerations mentioned alone.

"The fact that the child may have some problems you're not familiar with and you have to find new ways of handling them." (If R had mentioned helping child, his answer would be coded "5")

"Just how do you get a child who may have had no training in the basics of life to accept certain rules and limits."

"The fact that it's temporary." (If R goes on to elaborate as to whose feelings--the child's or his own-- he is concerned about, code either "5" or "2"; if he does not elaborate or seems concerned about both, code "4")

b. Child-centered concerns combined with less child-centered concerns such as problems of adjustment viewed, not as a fact of this situation but as a problem of either party, the foster family or the foster child.

"Oh, will we be able to help him, will he like it here, that sort of thing."

"I'll be concerned about whether we can adjust to a strange child completely enough to make him feel like one of the family."

"Whether he'll be able to adjust himself to our ways enough to learn anything from us."

c. Child-centered concerns combined with self-centered concerns, but with emphasis on child-centered.

"It'll be a little difficult to give up some of our freedom, but it'll be worth it if we can feel we're accomplishing something with the child."

"The natural parents: the possible problems they might raise for us, but more importantly for the child and his ability to learn new ways of behaving." (Note: if the concern had been only about the effect on child's adjustment, this answer would have been coded "3")

"Well, I'm mostly concerned about how difficult it will be for the child--my difficulties will be minor compared to his " (Our difficulties are mentioned, however.)

44• 3. Middle position. May be a, b or c:

a. Concern with adjustment (i.e., not as a fact of the situation for both parties, but as a problem of only one party), either alone or in combination with realistic considerations, but without any clear child-centered concern.

"Well, he'll have to adjust to a whole new situation--new people, new ways of doing things."

"I'm a little concerned about having to adjust to a strange child, and how to get him to accept certain rules that he may never have been introduced to before."

"Well, you have to find ways of teaching him certain basic facts about the way people live together, and do it without making him hate you."

b. Child- and self-centered concerns combined, with equal emphasis.

"Well, will we be able to help hom, will it change our family life a great deal--things like that."

"He's probably never going to stop missing his own family, and you don't want him to forget them, but on the other hand you don't want to get too mixed up in their problems either."

"I'll be most concerned about whether our children and the foster child will get along, and not showing favoritism either way."

c. Vague answer, refusal to commit self, neither self- nor child-centered.

"It depends on the child. You can't really say what the difficulties will be until you meet the child."

"I'm sure it won't be easy, but I'm not looking for trouble 'til it gets here."

• 2. More self- than child-centered. May be a, b or c:

a. Self-centered concerns combined with child-centered, but self-centered emphasized.

"Well, I want to help a child, but I don't want it to destroy my own family in the process."

"Well I know we can never hope to replace his own parents, but I hope he'll be able to have somewhat the same feeling toward us." (Possible concern for child's needs, but most for own)

44 b. Self-centered concerns combined with realistic considerations.

"I'm really afraid my wife will be upset when the child leaves."

"Discipline: they may not be used to it but they've got to be taught how to behave." (This may be just realistic, but is expressed with a certain anxiety about own authority and smooth family functioning, which indicates self-centeredness.)

"Well, we'll both have to adjust to each other-- I just hope we get a child we can fit into the family fairly easily."

c. Uninformed: doesn't expect it to be hard, thinks it will be no different from accepting any new child into the family, or taking care of own children

Also - no codable answer

• 1. Clearly self-centered. May be a, b or c:

a. Self-centered alone, such as possible negative effect on own children or on family life, loss of freedom, or privacy, extra work, getting used to a larger family or a strange person, getting the kind of child he wants, getting a child who's hard to control.

b. Combination of above self-centered concerns with concerns about adjustment.

"Will he fit in, be able to adapt to us."

"We have a lot of fun together now; will we be able to include another person."

c. Combination of the above self-centered concerns with an uninformed point of view.

"I don't know what would be hard--as long as we don't get a real behavior problem."

"The only thing that might be hard is the natural parents--if they're around all the time."

57	Have you changed any of your ideas about how to discipline or train children because of your experiences [with your own child(ren)] [with these children]?
57a	In what ways have you changed?

5. Has clearly made changes in handling children because of experience: describes at least one change in both general and specific terms. A "general" description is an account of the nature of the change (a change from spanking to more talking, for instance); a "specific" description is an account of how this general change is applied with specific children.

   "I used to be a lot stricter than I am now: I've found that I get just as good results by sending my boy to his room for 20 minutes as I got by keeping him in all day."

   "The personalities are so different that you have to treat them differently: I have to be quite forceful with my son in order to get through to him, but with my daughter just a word will do it and a spanking would upset her terribly."

4. Gives evidence of change, but describes in either general terms only or specific terms only.

   "You have to look the situation over and see just which would be the best way--whether just a scolding or a paddling is needed. It depends on the child too and how he reacts to discipline." (General terms only--no specific child)

   "Well, I think A, being the first, got punished for a lot of things which B, coming along and doing them a year later, probably gets away with." (Specific only--no general statement of the principle that parents learn what is normal and allowable behavior from the first child)

   "Well I often have to give A a spanking where I'd just have to have a talk with B." (Same as example 2 in "5", except that there is no general statement about the need to react differently because of personality differences.)

3. Asserts that change has been made but gives no supporting evidence, either general or specific.

   "Oh, definitely; you have to change if you want to grow and develop as a parent; you learn a lot from your children."

57 "I'd say I probably have--can't think of any right now, though."

Also - no codable answer

2. Says he has not changed, but qualifies this or seems unsure about it.

"No, I don't think so."

"I can't think of any."

"I may have, but basically I've always done it the same way."

1. States clearly that no change has been made.

"No, I've always known pretty much how I wanted to bring up my children."

"I think it's important to discipline them all the same way: every one of them knows what will happen to him if he does a certain thing, and it will be the same thing that would happen to anyone else." (A statement mentioning fairness and consistency need not be coded "1"; code here only if there is no other indication of flexibility.)

"No."

58	Most couples find . . What are some of the differences in the way you and your wife react to [your child's, children's] [children's] behavior?
59	Have you changed some of your ideas about how to handle children because of these differences?

5. Has made (a) major change(s), supported by evidence. A major change is one in R's approach to child-rearing; his ideas about handling at least one area of behavior have changed enough so that he is now handling or would now handle it quite differently from his earlier practice.

   "I now realize that training at too early an age is useless."

   "I'm more inclined to take direct action, but I'm now convinced that talking things out with the children is fruitful, particularly my wife's kind of talking with J. (son) at the time he was going with a gang. It was very effective, whereas I might have tried to be forceful and could have made it worse."

   "I used to talk over every misbehavior with M. (son) but my wife showed me that prompt punishment works better and he gets over feeling upset faster."

4. Has made a minor change, supported by evidence. A minor change is of degree rather than theory or basic approach to a problem area, or of approach to a very specific or limited behavior rather than to a whole area of behavior.

   "I'm not as strict with our two little ones now as I was with the first two." (This differs from the first example in "5" in that R has not changed because of a conviction that too early training is useless, but simply because of a mellowing of attitude toward young children.)

   "After talking it over with my wife, I realized I should let my son use the car sometimes. At first I didn't think he should have it at all." (Again no evidence that ideas have changed; R is just more relaxed.)

3. Has made (a) change(s), not supported by evidence.

   "Well yes, if my wife and I disagree we usually talk it over and come to some solution that we can both live with. I think I've probably changed a lot over the years."

   "Yes, I'd say I have changed somewhat."

59

"I can't think of a way right now, but I'm sure I have."

"Oh yes, she knows a lot more about children than I do; and she's usually right about how to handle them."

2. Denies a change, unsure or qualified in some way.

"We talk things over and usually come to some compromise, but I wouldn't say I've changed my ideas."

"I can't think of any."

"No, I've come to realize that I've got to let her do it her way sometimes--and I respect her ability to deal with the children--but she also respects my ideas." (Differs from "5" in that R has not changed own ideas in response to differences, but differs from "1" in that there seems to have been some rubbing off of her ideas onto him, at least to the degree that he respects them.)

Also - no codable answer

1. Denies a change, definite.

"No, we always agree pretty much on how to handle the children." (Do not code this "1" unless probing elicits no further information on differences and how they are handled.)

"I'm pretty easy-going. My wife has strong ideas about mothering, and I've always sort of let her put them into action." (R's approach has remained constant.)

"When I see something happen, I handle it; and when she's there she handles it; we don't interfere with each other."

"No."

60 When an important decision has to be made affecting your family, how is this usually made?

The coding of this question is the same as for that asked of the prospective foster mother. Do not be concerned if the two members of a couple give different answers to the questions. It is their perceptions that appear to be useful here, and we do not regard them as necessarily a precise statement of fact.

By husband alone 1
By wife alone 1
Some by husband, some by wife, some together (any combination of these) 2
Most or all are made together 3

61 What about managing the family income; how is this decided?

Here again it is important to keep in mind that we are not interested in who pays the bills or who writes the checks, but in how the couple decides how much money will be used for different purposes, or whether a major expenditure will be made.

By husband alone 1
By wife alone 1
Some by husband, some by wife, some together (any combination of these) 2
Most or all are made together 3

63 How would you feel about working closely with a worker from a social agency, such as having the worker visit you regularly to see how things were going?

5. Very favorable, R sees SW as helpful

To be coded here R must make a positive statement indicating that he actually perceives the social worker as helpful.

"I'd like that. I'd want the social worker to come as often as possible."

63 "Well they'd have to be sure that the people are capable and responsible enough to trust them with someone else's child--that they would bring her up in a decent, respectable way so they would need to visit."

"That's their job; they'd need to do that."

4. Favorable; expresses no restrictions, but no elaboration to indicate that R is very favorable.

"I suppose that's her job. That would be OK."

"That would be all right. I wouldn't mind that at all."

3. Agreeable, but may indicate acceptance with restrictions or may express it negatively

"It wouldn't bother me."

"That all depends on how often 'regularly' would be. After all this is their job."

"I think it would be nice if he'd stop and check but I wouldn't want him here all the time."

2. Unfavorable, qualified in some way; may express negative attitude at first although may conclude with acceptance.

"I wouldn't care for that--although if you had some problem with the child you'd want to have her stop oftener."

"I don't think I'd care for that, but I'm not sure."

1. Unfavorable, expressed clearly

May indicate negative attitude toward visiting after placement is underway (may accept visiting for first few months but not after this, or may indicate negative attitude toward any visiting once the placement is made).

"I wouldn't go for that."

"That I wouldn't care for, once the child was here and we were used to her."

"I don't see any point in that."

64	How would you feel if the social worker made definite suggestions to you about ways to handle the foster child?

5. Very favorable, elaborated in some way. R sees SW as helpful or genuinely interested in being helpful.

> "I would say that's good because I think they've got more experience at that than we have."
>
> "I would be happy about that."
>
> "Well they would have had a number of years of training in this field and I think that any definite suggestion should be definitely followed."
>
> "That I would say would be helping us, as well as it would the child."

4. Favorable but not elaborated, or lukewarm

> "I'm always willing to learn."
>
> "I would take all suggestions into consideration."
>
> "I'd try them."
>
> "I would expect that."

3. Uncertain, not sure, or negative expression of a favorable attitude such as "Wouldn't mind it".

> "In a way I wouldn't like it and then maybe some of the things he would probably tell us would be all right."
>
> "If he thinks we don't understand, that would be all right."
>
> "I suppose I'd have to accept it because she's had more experience than I have."

2. R expresses some doubt about accepting suggestions, may qualify acceptance or express hesitation.

> "I would listen to suggestions, but I'd try to convince her that my way was right.
>
> "That would depend on what her suggestions were. If they were right then it would be all right."
>
> "I would be a little negative there because she probably doesn't know the child any better than we do."

64 1. Unfavorable, expressed clearly; definitely would not like suggestions from social worker.

"I don't want them telling me how to handle the child."

"I wouldn't go along with that."

66 How many children, including yourself, were there in your family when you were growing up?

The exact number of children, up to a maximum of nine (for nine or more) is the code for this question. Be sure that the respondent has included himself.

69-73 Did your father praise you when you did things that he liked?

On the basis of R's answer to questions 69 through 73, you are to make a rating of the degree of warmth R indicates in talking about his father. Often the evidence in the answer to Q. 73 alone will be sufficient. However, if Rhas quite ambivalent feelings toward his father and indicates that he was a very stern man who punished harshly, which R resented, you will want to take this into consideration even if R says that his father sometimes praised him. It is actually the tone of voice as much as the content of the answer which determines the rating.

5. Great deal of warmth indicated in talking about father; clearly had a warm relationship with him; felt his interest.

To be coded here, there needs to be a definite expression of warmth toward the father.

"He was always interested in everything we did and would really praise us when we worked hard."

69-73 4. Some warmth indicated in talking about father; not strong enough for "1".

"He would sometimes praise me."

"Somewhat" is frequently the answer to the question about praise.

3. Can't tell whether R felt any warmth from or for father or not.

Also--no codable answer.

2. Some indication that R feels father was lacking in warmth for him.

"He wan't that kind of man" (in answer to question about praise).

"He was too busy with his own work to spend much time with us."

1. Definite indication that R feels father lacked warmth for him.

"He never was interested in us and left the family when I was nine."

74 Did your father show affection for you? 74a. In what ways?

5. Clear evidence of considerable genuine affection.

"Yes, I can remember a lot of times when he would just be looking at the pictures of our adoption and he would have tears in his eyes and say how lucky he was."

"Well, he always liked--it seemed like he liked it, you know, he'd be around me and I'd be around him. I'd tag along every chance I had and was he ever good to me!"

74 4. Yes--not strong enough for "5"

"Yes, mainly through interest in the things I was doing. He wasn't affectionate in a very outgoing way but I think he showed it through his attentiveness to the things I was interested in."

"Yes, he took us to ball games and to parks, ice-skating and things like that."

3. Some slight evidence

"In his own way I would say yes." (How do you mean?) "Well I don't know."

"I guess I would say yes although he didn't show it much."

Also--no codable answer.

2. Hardly at all, very little

"Not much, maybe every now and then."

1. Definitely not

"No, he just didn't show his feelings."

75 Was your father religious? 75a How do you mean?

Here we are interested only in the evidence of formal religious practice, that is, church attendance or other formal religious practice and the importance attributed to this. Use the answers to both questions in making the following rating:

1. Emphasis on formal religious practice such as attributing great importance to regular church attendance, or indicating involvement in church activities in addition to very regular attendance, or religious practices in the home in addition to church attendance.

"Yes, they are probably on the verge of religious fanatics, that you should be in church at least once or twice a week and communion every time it comes up."

"Oh yes, he made sure we were in church every week and he was very active in the church."

75 2. Regular (or fairly regular) church attendance or other formal religious practice, but no indication of emphasis upon this.

"Yes, we went to church regularly."

"Yes, he would always go to church."

"Yes, he wasn't as religious as my mother; he went to church every Sunday but he didn't read the Bible like my mother did."

Also--no codable answer.

3. Some evidence of formal religious practice.

"Not very. He only went to church occasionally."

"He hardly ever went to church, only a few times a year."

4. No evidence of formal religious practice.

"No he didn't belong to any church."

"Not very, he made sure he lived according to Christian principles but he wasn't religious in the sense of church attendance."

Since this code pertains only to formal religious practices. it is essential to use code "4" to describe any individual who does not attend church or give any other evidence of formal religious practice, regardless of the kind of life they led or the principles they tried to follow in their own lives (such as the Golden Rule).

78 Was your mother religious? 78a How do you mean?

The same criteria are used for coding the answers to this question as for those to the question about the father's religiosity.

1. Emphasis on formal religious practices.

"Oh yes, she always went to church and she read the Bible every day."

"She was very involved in the church, went down there a couple of times during the week and always made sure that we all went on Sunday."

78 2. Regular (or fairly regular) church attendance or other formal religious practice, but no indication of emphasis upon this.

"Yes, she went to church regularly."

"Yes, going to church and telling us kids what the church taught her."

Also--no codable answer.

3. Some evidence of formal religious practice.

"Hardly, although she did go to church on Christmas and Easter."

4. No evidence of formal religious practice.

"Not in the sense of going to church, but she was the best person I ever knew."

79 One day a 10 year old boy is very angry with his brother. He deliberately breaks one of his brother's toys. That night his brother tells his parents what happened. Would the parents need to do anything about this?

Yes	No
What would you do?	Why do you feel that way?

The answers to these questions are coded in two ways, shown in Parts I and II. These two separate codes are circled on the Summary Form and added together.

Part I. Handling of child who breaks his brother's toy

7. R takes firm, decisive action with an explanation; must include both a and b:

a. The specific nature of the action is not important here--it may be restitution or repair of the toy, a spanking, deprivation of a privilege or one of own toys, isolation, etc.--but it must be firm and decisive as opposed to more tentative kinds of action coded "3".

b. The parent must also indicate in some way that he would explain to the child that his behavior was inappropriate. R need not be very explicit about his intention to explain; there must simply be evidence of a discussion of some sort to accompany the discipline which will give the child an understanding of why he is being punished.

6. R does not take firm, decisive action, but uses a long-range approach to the underlying problem which seems likely to have some effectiveness.

"Supervise the brothers' play more carefully to make sure that one is not dominating the other excessively."

"There must be some hostility between the brothers; I'd start having talks about their feelings toward each other." (Just one talk that evening about feelings that led up to the incident would be coded "3")

"The brothers should learn how to share: I'd make sure they had some toys in common which involved cooperation."

"I'd help the boy find more appropriate outlets for his anger and hostility."

This kind of response should be carefully distinguished from talking or less decisive forms of discipline (coded "3") which lack the long-range thoughtfulness and planning which should characterize a "6". Remember also that this kind of response could include firm action at the time as well, in which case it would be coded "7".

5. R takes firm, decisive action without an explanation. (Same as "7" except that there is no discussion with child or explanation to accompany discipline)

4. No codable answer

3. R would take action, but this action is too tentative or indecisive to be very effective. Could be either a or b.

a. Scolding or verbal explanation alone.

b. An action too far removed in time for child to make connection between discipline and his behavior--such as not letting him play with a toy next time he asks. (Deprivation of these same privileges would be coded "5" if it occurred immediately or at most, the next day, since the parent does not find out about the incident until evening).

2. R denies need for action.

"It's normal for brothers to quarrel; I'd let them work it out by themselves."

"I wouldn't do anything if it was the first time this happened."

"The parent didn't really see it happen; I wouldn't act on hearsay evidence."

"If he was sorry for what he did, I wouldn't do anything."

79 1. R seems to have no clear idea of appropriate action, or seems unprepared for the situation, or focuses on essentially irrelevant aspects of the situation.

"I'd try to find out why he did it."

"I suppose you'd have to do something."

Irrelevant aspects may include how much the toy cost, how much it was valued by the child who lost it, etc. rather than the need for correction of the behavior.

Many respondents may mention the value of the toy, but they are coded here only if their action seems to depend on this dimension--in other words, if the value of the toy seems to be more important than the behavior of the child.

• Part II. Appropriateness of discipline to the offense

Only two alternatives are present in this part. An answer is coded either "6" or "3".

6. The discipline chosen is specifically related to the breaking of a toy

It may consist of, for example, restitution or repair of the broken toy, giving the brother one of own toys, being deprived of one of own toys with the intention of making the child experience a deprivation similar to that which he caused his brother. (Note: if this does not seem to be the intention behind deprivation of a toy, code "3").

"Take away something of his or give the other boy something of his"--coded "6" because R implies that deprivation of toy would have the same effect (a kind of restitution) whether he had to give it to his brother or not.

"Deny him television rights or something favorite that he either likes to do or play with for a certain length of time"--code "3" because deprivation of a toy is equated with unrelated kinds of deprivation of privileges.

79 3. Discipline is not specifically related to the breaking of a toy.

or

No action is taken.

Examples are spanking, isolation, deprivation of unrelated privileges, talking (even about why he should not have broken the toy), etc.

Also - no codable answer.

Additional Instructions for Coding this Incident

Conditions Specified:

Many respondents mention mitigating conditions, such as:

"If provoked"
"If he's sorry"
"If it was deliberate"

Although we took these into account in our original coding, they did not prove useful. The actual handling described is the important detail. The respondent who says, "If he's sorry, I'd just explain to him why it was wrong," is coded in Part I in the same category "3" as the person who says "If he did it deliberately, I'd give him a good talking to."

Mixed Answers:

Many answers may contain elements belonging to more than one code. If there is nothing to indicate that R is more likely to adopt the "less desirable" answer (the lower code number) use the higher code. However, if R, after talking about it, prefers the less desirable course of action, it should be coded as representing the final choice.

Often conditions are introduced, in which case your decision depends on which answer corresponds to the actual conditions in the question.

"If it was an accident, I wouldn't do anything; but if he did it deliberately, I'd punish him". (There is nothing to indicate that the action was not deliberate; code "5" in terms of this.)

A general principle is to code the action which would be taken in the absence of conditions which are not specified in the question. However, if R answers only in terms of such a condition, code the action described.

Vague Answers

These should be infrequent as such an answer should be followed with a question like "How do you mean"? If they occur, code in terms of the information given. "I'd punish him" coded "5". "That would call for some kind of disciplinary action," is coded "3".

80	First is a child who just won't mind; he talks back or yells back at you every time you ask him to do something. How do you think you would handle this type of behavior? Why do you think a child would behave in this way?

7. R describes firm, consistent handling, with emphasis on retraining child.

R describes some sort of prompt response to the behavior each time it occurs, or firm statement of rules with indication of how they would be enforced.

"I would explain to him that around here children do not talk back to their elders, and when he did it, I'd punish him."

"Perhaps if he's going to scream we'll have a special screaming room in the basement; and he can scream there but not up here. When he got angry, we'd say, go down in the basement if you're going to scream."

"He'd get a slap in the mouth every time he did that."

The nature of the punishment need not be clear, but there must be some indication that a disciplinary action will follow each act of defiance (the expression "when he did it, I'd discipline him" is considered sufficient evidence of consistency). Harshness (coded "1") is determined not so much by the nature of the discipline (very seldom will a respondent describe an obviously abusive punishment to an interviewer) as by its intent: a harsh discipline would be motivated by anger or revenge rather than by a desire to teach the child. In the case of the third example, the phrase "every time he did that" is evidence of the parent's intent to retrain.

6. Like "7" except that firmness or consistency is less clear.

In the following examples the disciplinary actions are firm enough, but there is insufficient evidence of consistency.

"I'd give him a spanking."

"A couple times over my knee and he'd straighten out."

"Take some privileges away from him."

The answers below show determination and probably persistence, but there is insufficient evidence of just what disciplinary action would be used to enforce the rules.

"I'd have to be pretty stern with this child."

"You've got to show him who's boss. I'd let him know right away that around here the rules are to be followed by everyone."

80 To distinguish between a rather severe punishment which should be coded "6" from a harsh one which should be coded "1", you will not have the criterion of consistency which qualified even a rather severe discipline as a "7", but will have to rely on the distinction between less clear evidence of an intent to teach which will be coded "6", or evidence of anger or vindictiveness which will be coded "1".

"I can't stand a child who talks back; I'd slap him right across the mouth." (Unless there is some indication in the remainder of R's response that this is not a simple expression of anger and dislike, code "1".)

"A slap across the mouth would teach him a thing or two." (As an expression of intent to teach, this may be less than straightforward, but unless there are other indications of vindictiveness, give R the benefit of the doubt and code "6".)

In some cases the response to the next question ("Why do you think a child would behave in this way?") may be helpful in deciding between code "6" and "1". The parent who answers, "Because he hasn't been taught any better" may be assumed to intend teaching, while the one who attributes defiance to "a bad temper" or "just trying to get away with something" has not shown an awareness of the problem as one which requires both correction and retraining.

5. R uses long-range methods which lack firmness but may have some effectiveness.

Examples: giving love and attention, gaining child's respect, ignoring the behavior, refusing to respond with anger, showing him that members of this family do not shout at each other.

These methods are often combined with some form of discipline; if there is evidence that R is likely to use discipline in conjunction with such methods, code "7" or "6", whichever is appropriate; but even if discipline is mentioned by an R who prefers reliance on the long-range method, code "5".

"Well you might try discipline, but I don't think you should really need it; I'd try just ignoring the shouting for a while." (This answer would be coded "5"; however, if R said "I'd try ignoring it for a while, but if that didn't work, I'd have to punish him" code "6" because of the greater willingness to use discipline.)

4. No codable answer

80 3. R's principal technique is to talk to child; no (or very weak) evidence that discipline would be used.

"I'd give him a good talking to--make him understand that around here children don't talk back to adults."

"I'd explain to him patiently why I wanted him to do whatever I had asked."

"I'd try to find out why he felt so defensive and angry."

"Well, I might want to use some discipline, but I think at first I'd just talk to him about it." (However, note that "I'd talk to him at first, but if he didn't stop I'd have to discipline" would be coded "6".)

2. Vague response, indicating lack of ideas about handling defiance.

"I'd have to do something about it."

"You certainly couldn't allow that to go on."

"I'd have to get help on that one."

Many parents may indicate a need for help in handling this behavior; code "2" only if this is their principal response, and if they seem to have really no ideas of their own to try.

1. R describes harsh punishment with no indication of attempt at retraining.

See explanations in "7" and "6"; code here only if there is no evidence of interest or need to retrain child.

81	Next is a child who is always careless--a child who doesn't take care of his or her clothes or the furniture in the foster home. How do you think you would handle this type of behavior? Why do you think a child would behave in this way?

7. R describes firm, consistent handling, with emphasis on retraining child;

R indicates some sort of prompt response to the behavior each time it occurs or firm statement of rules with some indication of how they would be enforced.

"No TV until the room is clean and he'd lose a privilege every time something was damaged or spilled or not taken care of."

"I'd explain to him that we take care of our things around here, and when he didn't do it, I'd discipline him."

As with defiant child, the nature of the discipline is not important; it must simply be clear that a disciplinary act will follow (more or less) each behavior.

6. Some indication of firm consistent handling, but not as clear as "7".

Firmness unclear:

"I'd keep an eye on him all the time, watch to see that he didn't damage things." (R seems determined and persistent, but it is unclear how this determination would be enforced.)

"I'd be pretty strict with that; a careless child has to be retrained." (R gives indication of determined effort to retrain, but unclear that misbehavior would be corrected by any act of discipline.)

"Well, if he didn't take care of his clothes or was careless with his toys, he'd just have to wear wrinkled clothes and play with broken toys." (This kind of response is frequent; it does not include a disciplinary act on R's part to follow each misbehavior of the child; the child is left to draw the connection between his behavior and his punishment--and many careless children might not even perceive wrinkled clothes or broken toys as much of a misfortune.)

Consistency unclear:

"Take some privileges away."

81 "I'd have her pick up her clothes and repair or do what could be done to straighten out the furniture she damaged." (Not clear enough that these disciplinary acts are part of a program of consistent retraining.)

"I think they can be taught to respect things; he'd have to do without a few things until he learns." (Again, sounds possibly haphazard, inconsistent.)

5. No codable answer (Code "1" if answer is "Don't know")

4. <u>R does not discipline child, but uses methods such as talking, giving love and attention, winning respect, showing the child how to care for things</u>, etc.

Talking:

"You have to expect some of that; I'd be patient and explain to him that we take care of things here, over and over if necessary."

"Well, that takes constant reminders, constant yelling to pick up your things, etc."

Other methods:

"Sometimes children do that stuff to get attention; so I'd give him plenty of love and attention for other things, and eventually he wouldn't need to do that any more."

"Once you had gained the child's respect, he'd want to change just to please you."

"Some children don't know how to take care of things because they've never been taught; I'd show him how to fold his clothes, make the beds, etc. (Distinguish from a "2", where R doesn't describe any specific act on his own part, but just vaguely says "teach him to be more careful".)

3. <u>R would ignore the behavior</u>.

If this is used in conjunction with some other technique, code the other technique; code "3" only if R relies on ignoring the behavior as the preferred and principal method.

Ignoring as principal technique:

"I suppose you could punish for that, but I think I'd just ignore it for a while."

81 Ignoring is not the principal technique:

"I'd ignore it at first, but if it didn't get better, I'd have to punish." (It is clear in this example that R would punish if necessary; this would be coded "6".)

"Oh, I'd remind him to pick up his things, and maybe just ignore it if he seemed to be doing it for attention." (Code "4" as the two methods seem to be about equal in preference.)

2. Vague response indicating some intention to try to handle the behavior, but no definite statement of any specific action.

"Well, I'd try to get across to the child to respect the property of others plus his own, and to be more careful."

"I think you could train a child to be more careful. If he sees the other children picking their clothes up, he'll start doing it himself." (Code "2" if R simply relies on the other children's example; if he actually has a plan to enlist the aid of the other children in teaching the child to care for things, code "4".)

1. Harsh punishment with no indication of attempt at training.

or

Don't know; no ideas.

As in the code for handling defiant child, it is very rare that a a parent will actually describe an abusive punishment to an interviewer; the distinction between a "1" and a "7" or "6" depends more usually on the motivation of the punishment: if there is evidence of an attempt to teach the child, code "7" or "6"; if a rather severe punishment seems motivated by vindictiveness or simple anger, code "1".

Code "6": "I couldn't stand that. I think a good walloping would make him see the light."

Code "7": "For every thing of mine he broke, one of his toys would get broken." (Consistency indicates teaching attempt.)

Code "1": "I couldn't stand that. If I came home and found the house a mess, I'd probably light into him with a good spanking."

"If he broke something I cared about, I'd get one of his toys and give him a taste of his own medicine.

81 As with the defiant child, the answer to "Why would a child behave in this way?" may give a clue to R's motivation in a severe punishment. If R says "Because he hasn't been taught any better," we may assume that R has some intention to teach the child better himself; but if he says "he's just trying to aggravate me" or "Some people have no respect" (or any answer indicating a lack of understanding of how a child might have become careless) and there is no other evidence of an intent to teach, code "1".

ADDITIONAL INFORMATION AVAILABLE AT TIME OF DECISION REGARDING A SPECIFIC PLACEMENT

In addition to the characteristics of the prospective foster parents themselves, we found that some specific information available at a later point in time was also helpful in predicting the relative success of the placement. Such information would not be available to the homefinder considering the family's application, but would be available to other agency staff members at the time they were considering the placement of a particular foster child in a specific foster home.

These items are listed below, along with the way in which each is coded:

1. Total number of preschool children who would be living in foster home, including both the preschool children of the prospective foster parents as well as any preschool sibling(s) of the foster child if the plan is to place these children in the same foster home. (A preschool child is one under six years of age.)

   No preschool child in foster home 5
   One preschool child in foster home. 3
   Two preschool children in foster home 2
   Three or more preschool children in foster home . 1

   It seems reasonable to interpret the importance of this variable as a general indication of the time and energy the foster parents have to devote to a school age foster child; the larger the number of preschool children in the home, the greater the demands on the parents' time for their care.

2. Legal status of foster child to be placed

   Natural family member retains parental rights . . 5
   Agency has custody for one year or less 4
   Agency has custody for more than one year 3
   Guardianship of child has been transferred to the state, but parents retain a few rights . . 2**
   Guardianship of child has been transferred to the state; all parental rights are terminated . 1

** In the state of Wisconsin, all parental rights are terminated when guardianship is transferred to the state. However, in Illinois the parents retain a few rights even when the guardianship has been transferred.

Our interpretation of this variable is that it gives a general indication of the extent to which the specific child has experienced disruption in his life.

3. Experience in social work of the worker available to make and supervise this placement

Five years or more.	5
Three years up to, but not including five years	4
Nine months up to, but not including three years	3
One month up to, but not including nine months.	2
No experience prior to making this placement. .	1

A separate form has been prepared to use with the Summary Form in combining these details with information from the interviews with the prospective foster parents. It is titled Additional Information and follows the Summary Form in this Manual.

In addition to the above variables, an important one in a number of the predictions was the length of time spent by the social worker in preparing the foster parents for the placement. However, since this cannot be known or even predicted accurately in advance, it is not included here. It may be helpful to workers to know that a desirable minimum of preparation appears to consist of at least two separate contacts with both foster parents amounting to at least three hours of time. If less preparation for the placement is made, the chances of its being highly successful are markedly reduced.

SUMMARY FORM

For Use in Summarizing Interviews with Prospective Foster Parents

Explanation of Weights

In this section a copy of the SUMMARY FORM appears. This form, also reproduced separately, serves two purposes:

a. It is to be used as a record of your coding of the interviews. A summary of each of the codes appears, and the appropriate code for each question should be circled.

b. It also includes instructions for "translating" the code into a "weight."[10] This is a necessary step in order to give each of these measures equal value in prediction; otherwise those based on a sum of two codes, for example, would have a more important share in prediction than the single ratings. Therefore all of the measures have been "translated" into weights ranging from 1 to 5 except for a few which were distinctly less important in the statistical predictions. These few are "translated" into weights of 1 to 3 or 1 to 4. Except for them, the measures functioned nearly equally in the statistical predictions.

Interpretation of TOTAL SCORE Based on Interviews Alone

At the end of the Summary Form are instructions for adding the weights based on the interviews with the prospective foster parents to obtain a TOTAL SCORE. Since the homefinder will usually have available only this information which can be obtained from the applicants themselves, we are suggesting guidelines for interpreting this TOTAL SCORE (Table 1). We do this with some hesitation and trepidation, as such guidelines imply a high degree of certainty and exactness, and yet we do not wish to encourage anyone to use them mechanically or uncritically. At the same time, once one has gotten this far--through all the details of the code--some sort of guidelines are needed and it is clearly our responsibility to suggest them.

In our trial use of the methods described in this Manual with a substantial sample of families from our study, we found no errors in prediction for the "very promising" or "non promising" groups. However, in the two middle groups ("somewhat" or "slightly" promising) there were a few families

who actually turned out very well and some who turned out poorly. This means that a score in either of the middle groups must be interpreted with greater caution. In addition, it probably is desirable to think of a "margin of error" of two to three points for each Total Score, that is, for a total of 60, a range from 57 to 63. Other points to be considered are the following:

1. How sure are you of your coding? Obviously this is a particularly important question when you are first trying out these methods. One good way to "test" yourself is for two homefinders to code the same interview independently to see how well you agree with each other, or for one person to do a second coding several days after the first and without referring to the first. If the two results differ, you will want to look carefully at the particular codes involved to try to understand the basis for these differences. If there are codes which you remain uncertain about, you could add up two Total Scores, one based on the lower codes and one based on the higher, to see if this makes a marked difference in the interpretation. If so, it is best to conclude that you are uncertain regarding this particular family.

2. Are there any high weights (that is, "4" or "5") in the couple's Summary, and if so, on what items do these appear? If there are none, it appears that the couple has no particularly strong points.

3. Does one member of the couple have a much higher (or lower) score than the other? The chart on page 87 may be of some help in interpreting such differences.

Table 1

Interpretation of Total Score and of Final Total Score Based on Interviews and Additional Information

Total Score based on interviews alone	Final Total Score based on interviews and additional information	Interpretation
59 and above	68 and above	Very promising
54-58	64-67	Somewhat promising
49-53	61-63	Slightly promising
48 and below	60 and below	Not promising

	Maximum score possible	Minimum score possible	Score if every item is weighted at midpoint of scale
Prospective:			
Foster Mother	42	9	25-26
Foster Father	47	10	28-29
Couple	89	19	53-55

If there is a large difference between the scores obtained by the FM and FF (particularly if one is clearly above the midpoint of the scale and the other below), you would want to consider what difference this might make in the placement. In our study we found a variety of evidence of the importance of the foster father, and one cannot assume that a very promising foster mother can make up for a non-promising foster father.

4. If a family with a Total Score in one of the middle groups (Somewhat promising or Slightly Promising) is accepted, could the agency make sure that this family was well prepared for the placement and was given support and help when they indicated a need for it?[12]

Interpretation of FINAL TOTAL SCORE Based on Interviews and Additional Information Available at Time of Decision Regarding Specific Placement

As described on pages 83-84, we found that the prediction of the success of a new foster home was improved if we took into account the following details which would be known by the agency at the time it was considering a specific home for a particular foster child:

a. Total number of preschool children who would be in the home
b. Legal status of the foster child to be placed
c. Years of experience in social work of worker available to make and supervise placement

A separate page at the end of the Summary Form indicates the codes and weights for these three details, and also indicates space in which these weights may be combined with the TOTAL SCORE based on the interviews to give a FINAL TOTAL SCORE. Guidelines for interpreting this score are also indicated in Table 1. Again, the two extreme groups were found to contain no exceptions in our trial of these methods, but the middle groups included some families who were relatively successful and some who were not. The same cautions as those indicated above regarding the interpretation of the TOTAL SCORE apply to the interpretation of the FINAL TOTAL SCORE.

Name_____ Date_____

Worker_____

SUMMARY FORM

FOR USE IN SUMMARIZING INTERVIEWS WITH PROSPECTIVE FOSTER PARENTS

Interview with Prospective Foster Mother

Q	Code on p.	(Circle appropriate code for each item)	Weight
1	28	Have you had other children stay overnight with you without their parents?	
1c	28	Longest period of time any one child has stayed with you? Never. . . . . .1 One, two or three days and nights . . . . .2 More than three days, through one week . . .3 Copy code here More than one week, through one month . . .4 More than one month 5	_____
4	28	What year were you born?_____ Present age_____ 28 years of age or younger . . . . . .1 29 through 33 years of age . . . . . .2 34 through 39 years of age . . . . . .3 Copy code here 40 through 45 years of age . . . . . .4 46 years of age or older 3	_____
12 13	28 34	Degree of differentiation in answer to "What about own child(ren) pleases you?" and "What about own child(ren) causes some concern?" (Code each separately) Pleases / Concerns Clearly differentiates . . . . . .4 / 4 Differentiates, less clearly . . . . . .3 / 3 Differentiates to slight extent . . . . . .2 / 2 Does not differentiate . . . . . .1 / 1 If sum of two ratings above is: 7 or 8, weight is: 5 6 4 5 3 4 2 2 or 3 1	_____
26 27	39 39	Important decisions made by husband, together, or by you? Managing family income -- decided by husband, together, or by you? Decisions / Income By husband alone . . . . . .1 / 1 By wife alone . . . . . .1 / 1 Some by husband, some by wife, some together, any combination of these. . . . . .2 / 2 Most or all are made together. . . . . .3 / 3 If sum of two ratings above is: 2 or 3, weight is: 3[10] 4 2 5 or 6 1	_____

9-1

Q	Code p.		Weight
29	39	How many children, including yourself, were there in your family while you were growing up? _____ (Exact number, up to 9) (To be combined with code for Q 31 below)	
31	39	How did you compare in age--were you the youngest, oldest, or. . . ? Only child, or youngest, or younger of 2 . . . . . 1 Next to youngest if more than 2 children in family . . . . 3 Neither of the above . . . . . 5 Code for Q 29 (___) + Code for Q 31 (___) = Sum (____) If above sum is: 10 to 14, weight is: 5 8 or 9 4 6 or 7 3 4 or 5 2 2 or 3 1	_____
38	40	A boy about 10 years old wants to go to the movie with his friends. . . . He takes some money from his mother's purse. . . tells his parents what he has done and says that he is sorry . . . What would you do? Code Weight Explicitly acknowledges confession and administers adequate discipline . . . . . 7 5 Acknowledges confession, but not to child, and administers adequate discipline . . . . . 6 4 Praises child for confession . . . . . 5 4 Explains wrong-doing, or denies need for action . . . 4 3 Does not mention confession, but administers adequate discipline. . . . . 3 2 Punishes harshly, and/or treats confession as attempt to escape punishment 1 1	_____
39	43	Even though a 10 year old girl knew she had to help with the dishes every night, one night she said she wouldn't do them. . . . What would you do? Part I Code Is firm, allows child to skip for good reason; explains. . 7 Is firm, flexible but does not explain, or is firm, sympathetic, explains, but not flexible . . . . . 6 Is firm, sympathetic, not flexible and does not explain or is sympathetic but not firm . . . . . 5 Is firm, not sympathetic, not flexible, explains . . . . . 3 Is firm, not sympathetic, not flexible, does not explain . 2 Punishes child but does not make her do dishes . . . . . 1 (To be combined with code for Part II and Q 40 on next page) Part II Sees situation as fairly natural one in family . . . . . 6 Emphasizes need or uses situation for social training . . 4 Sees situation as threat to own authority or family structure or may simply be rigid . . . . . 1 (To be combined with code for Part I above and Q 40 on next page)	

Q	Code p.		Weight
40	47	One day a boy around 10 years old went to his room and started to cry. When his parents asked him why he was crying, he wouldn't tell them. . . . What would you do? Code Is concerned but leaves child alone, respecting child's privacy; does not try to find out . . . . . 7 Is supportive and concerned, wants to find out, but does not pressure . . . . . 6 Is supportive and concerned, thinks it's important to find out, but uses sources other than child . . . . . 5 Is supportive and concerned, thinks it's very important to find out; is gentle but determined. . . . . 4 Leaves child alone . . . . . 3 Pressures or punishes child to tell; may assume child has done something wrong . . . . . 1 Code for Q 39, Part I (___) + Code for Q 39, Part II (___) + Code for Q 40 = Sum (____) If above sum is: 19 or 20, weight is: 5 16-18 4 11-15 3 7-10 2 6 or lower 1	_____
41	50	First is a child who just won't mind; he talks back or yells back at you every time you ask him to do something . . . . . Handle? Code Weight Firm, consistent handling, emphasis on retraining. . . 7 5 Like "7", firmness and consistency less clear . . . . 6 4 Long-range methods, may have some effectiveness . . . 5 3 No codable answer . . . . . 4 3 Principal technique is to talk to child . . . . . 3 2 Vague response, lack of ideas . . . . . 2 2 Harsh punishment, with no attempt to retrain 1 1	_____
42	53	Next, we're not talking about a child who is sometimes shy, but one who is <u>always</u> quiet, likes to be alone, and doesn't seem to enjoy being around you no matter how nice you are to him. . . Handle? Code Weight Describes patient, determined efforts to get through to child . . . . . 7 5 Indicates effort, less subtle, less persistent . . . . 6 4 Is motivated to get through to child, but no particular means described . . . . . 5 3 Describes methods lacking subtlety and likely to be ineffective; no codable answer . . . . . 4 3 Vague statement about desirability of change but no plan of action . . . . . 3 2 Lacks understanding of the problem; don't know 1 1	_____

Q	Code p.		Weight
44	56	What do you think will be hard about being a foster parent? Clearly child-centered . . . . . 5 Child-centered concern less clear . . . . . 4 Middle position . . . . . 3 Copy code here More self- than child-centered . . . . . 2 Clearly self-centered 1	_____
57	60	Have you changed any of your ideas about how to discipline or train children because of your experiences with children? In what ways? Code has clearly made changes, both general and specific. . . . .5 Evidence of change, either general or specific . . . . . .4 Asserts change, no supporting evidence . . . . . .3 Says has not changed, but qualifies in some way . . . . . .2 States clearly that no change has been made. . . . . .1 (To be combined with code from Q 58 and 59 below)	
58 59	62	Most couples find . . . . What are some of the differences in the way you and your wife react to (children's) behavior? Have you changed some of your ideas because of these differences? Code Has made major change, supported by evidence . . . . . .5 Has made minor change, supported by evidence . . . . . .4 Asserts has made change, not supported by evidence . . . . .3 Denies a change, unsure or qualified in some way . . . . . .2 Denies a change, definite. . . . . .1 Code for Q 57 (___) + Code for Q 59 (___) = Sum (___) If above sum is: 9 or 10, weight is: 5 8 4 5 to 7 3 3 or 4 2 2 1	_____
60	64	Important decisions made by wife, together, or by you? Managing family income -- decided by wife, together, or by you? Decisions Income By husband alone . . . . . .1 1 By wife alone . . . . . .1 1 Some by husband, some by wife, some together - any combination of these 2 2 Most or all are made together . . . . . .3 3 If sum of two ratings above is: 2 or 3, weight is: 1 4 2 5 or 6 3	_____

Q	Code p.		Weight
63	64	How would you feel about having the worker visit you regularly to see how things were going? Code Very favorable, sees social worker as helpful. . . . . 5 Favorable but with no elaboration. . . . . 4 Agreeable but with restrictions or negative expression . . 3 Unfavorable, qualified in some way . . . . . 2 Unfavorable, expressed clearly . . . . . 1 (To be combined with code for Q 64 below)	
64	66	How would you feel if the social worker made definite suggestions to you about ways to handle the foster child? Code Very favorable, elaborated in some way . . . . . 5 Favorable, but with no elaboration; lukewarm . . . . . 4 Uncertain, not sure, or negative expression of favorable attitude . . . . . 3 Some doubt expressed, qualified acceptance . . . . . 2 Unfavorable, expressed clearly . . . . . 1 Code for Q 63 (___) + Code for Q 64 (___) = Sum (____) If above sum is: 9 or 10, weight is: 5 8 4 6 or 7 3 5 2 2 to 4 1	_____
66	67	How many children, including yourself, were there in your family while you were growing up? _____ (Exact number, up to 9) If above number is: 1, weight is: 1 2 or 3 2 4 to 6 3 7 or more 4	_____
69-73	67	Rating of degree of warmth expressed toward own father in answers to series of questions ending with "Did your father praise you when you did things that he liked?" Code Great deal of warmth indicated . . . . . 5 Some warmth indicated . . . . . 4 Can't tell . . . . . 3 Some indication of lack of warmth . . . . . 2 Definite indication of lack of warmth . . . . . 1 (To be combined with code for Q 74 on next page)	
74	68	Did your father show affection for you? In what ways? Code Clear evidence of considerable genuine affection. . . . . 5 Yes--not strong enough for "5" . . . . . 4 Some slight evidence . . . . . 3 Hardly at all, very little. . . . . 2 Definitely not . . . . . 1 (To be combined with code for Q 69-73 on next page)	

Q	Code p.		Weight
		Code for Q 69-73 (___) + Code for Q 74 (___) = Sum (____) If above sum is: 9 or 10, weight is: 5 8 4 6 or 7 3 4 or 5 2 2 or 3 1	____
75	69	Was your father religious? How do you mean? Code Emphasis on formal religious practices . . . . . .1 Regular formal religious practice, no emphasis . . . . . .2 Some evidence of formal religious practice, irregular. . . .3 No evidence of formal religious practice . . . . . .4 (To be combined with code for Q 78 below)	
78	70	Was your mother religious? How do you mean? Code Emphasis on formal religious practices . . . . . .1 Regular formal religious practice, no emphasis . . . . . .2 Some evidence of formal religious practice, irregular. . . .3 No evidence of formal religious practice . . . . . .4 Code for Q 75 (___) + Code for Q 78 (___) = Sum (____) If above sum is: 7 or 8, weight is: 5 6 4 5 3 4 2 2 or 3 1	____
79	72	One day a 10 year old boy is very angry with his brother. He deliberately breaks one of his brother's toys. . . . . What would you do? Part I Code Firm, decisive action with an explanation. . . . . 7 Long-range approach having some effectiveness . . . . . 6 Firm, decisive action without an explanation . . . . . 5 No codable answer . . . . . 4 Action too tentative or indecisive to be effective . . . . 3 Need for action denied . . . . . 2 No clear idea, unprepared, focuses on irrelevant . . . . . 1 (To be combined with code for Part II below) Part II Discipline is specifically related to breaking of toy. . . 6 Discipline is not specifically related to breaking of toy, or no action is taken . . . . . 3 Code for Part I (___) + Code for Part II (___) = Sum (____) If above sum is: 12 or 13, weight is: 5 10 or 11 4 7 to 9 3 6 2 4 or 5 1	____

Q	Code p.		Weight
80	76	First is a child who just won't mind; he talks back or yells back at you every time you ask him to do something . . . . . Handle?	

	Code	Weight
Firm, consistent handling, emphasis on retraining. . .	7	5
Like "7", firmness and consistency less clear.	6	4
Long-range methods, may have some effectiveness . . .	5	3
No codable answer.	4	3
Principal technique is to talk to child	3	2
Vague response, lack of ideas	2	2
Harsh punishment, with no attempt to retrain	1	1

81	79	Next is a child who is always careless . . doesn't take care of his or her clothes or the furniture in the foster home . . . Handle?	

	Code	Weight
Firm, consistent handling, emphasis on retraining. . .	7	5
Some indication of firm handling, less clear	6	4
No codable answer.	5	3
Does not discipline, but uses methods such as talking, etc.	4	3
Ignores the behavior	3	2
Vague response, no specific action	2	1
Harsh punishment, with no attempt to retrain; don't know; lack of ideas	1	1

TO OBTAIN A TOTAL SCORE BASED ON INTERVIEWS, COMBINE:

SUM OF WEIGHTS BASED ON INTERVIEW WITH PROSPECTIVE FOSTER MOTHER
Obtain this sum by adding weights for Q 1-43 and enter here ____

SUM OF WEIGHTS BASED ON INTERVIEW WITH PROSPECTIVE FOSTER FATHER
Obtain this sum by adding weights for Q 44-81 and enter here ____

TOTAL SCORE = ____

Note: If the agency has Additional Information available at the time of decision regarding a specific placement in the foster home described above, the TOTAL SCORE may be combined with the weights for the Additional Information to give the FINAL TOTAL SCORE.

Name_____ Date_____

Worker_____

ADDITIONAL INFORMATION AVAILABLE AT TIME OF DECISION REGARDING SPECIFIC PLACEMENT IN NEW FOSTER HOME

Col. p.		Weight
83	Total number of preschool (under 6 years of age) children who would be living in foster home. Include children of the foster family as well as any preschool sibling(s) of foster child to be placed. Code No preschool children . . . . . 5 One preschool child . . . . . 3 Copy code here Two preschool children . . . . . 2 Three or more preschool children. 1	_____
83	Legal status of foster child to be placed Code Weight Natural family member(s) retain(s) parental rights. 5 5 Agency has custody of child for one year or less. . 4 4 Agency has custody of child for more than one year 3 2 Guardianship of child has been transferred to state, but parents retain a few rights . . . . . 2 1 Guardianship of child has been transferred to state; all parental rights are terminated. . . . 1 0	_____
84	Experience in social work of worker available to make and supervise this placement if made Code Five years or more. . . . . 5 Three years up to but not including five years 4 Nine months up to but not including three years . . . . . 3 Copy code here One month up to, but not including nine months . . . . . 2 No experience prior to making this placement 1	_____

TO OBTAIN FINAL TOTAL SCORE BASED ON INTERVIEWS AND ADDITIONAL INFORMATION, ADD:

Sum of weights based on additional information (3 weights above) ☐

Total score based on interviews with prospective foster mother and prospective foster father + ☐

FINAL TOTAL SCORE = ☐

ACTUAL INTERVIEW WITH PROSPECTIVE FOSTER MOTHER,

WITH ANSWERS AND ACTUAL CODING

QUESTION	ANSWER	CODE
1 Have you ever had children other than your own stay over night with you without their parents?	Yes	
1b About how often?	Quite often before we moved here. We used to take care of my husband's nieces and nephews when she had babies. And then we'd have them if they'd go away.	
1c What is the longest continuous period of time that any one child has stayed with you?	Well, I've had one as long as 3 or 4 weeks, but usually a week or so.	4 p 28†
2 How did you happen to become interested in being a foster parent? What has gotten you personally involved in becoming a foster parent?	I heard about it on TV and then I know quite a few that are foster parents. I think we could very well handle one more and I think it would be good for my own children, because they get lonesome and they wouldn't get so spoiled, probably.	
3 What do you think will be hard about being a foster parent?	They'll probably have their problems and they'll probably be resentful in some ways.	
4 What year were you born?	1936 (Subtracted from year of placement - 1969 - to give age of 33 years.)	2 p 28
5 What was the highest grade of school you completed?	High School	
6 Do you have children of your own, including adopted or step children?	Yes, two of our own. No adopted or step-children.	

7 I have some questions about each of your children. Let's start with the oldest.	Mary	Jimmy	
8 Sex	F	M	
9 Age	11	7	
Number of preschool children - None			
10 In school?	5th grade	2nd grade	

†This page number indicates the page on which the detailed code for this question may be found.

		Mary	Jimmy	
12	What about (him, her) pleases you?	Well she's pretty well behaved and she tries to. . . she helps around the house. She's a real good girl. She always tries to please you.	He does real, real well in school. We couldn't ask for any better. He is usually real good about his. . .with his manners and that with strangers and he always goes out of his way to say hello, usually. Probably won't now.	3 p 28
		(The code here is "3"; although this FM mentions equivocal and trivial characteristics for her son, she mentions only trivial ones for her daughter.)		
13	What about (him, her) has caused you concern or worried you?	Well, she had more problems with her learning at school. She's an average child but things are harder for her because she doesn't speak up. She's more shy. She kind of holds it all in.	He's stubborn. And he's kind of spoiled because he's the youngest but he's getting better. Sometimes I have to get angry with him. He's a lot more stubborn than she is and a lot more outgoing.	4 p 34
		(The code here is "4" as this FM clearly differentiates on the basis of shyness of the daughter and stubbornness of the son.)		
26	Now, thinking about you and your husband--when an important decision has to be made affecting your family such as a move to another town. . . does your husband usually make the decision, or is it done together, or do you usually do this?	It's mostly done together, the major decisions. The little ones, I think I do most of them.		3 p 39
27	What about managing the family income; does your husband usually decide how most of it will be spent, or is this done together or do you usually do this?	Together mostly but I think I take care of most of the bills though. Keep track of them. . . (As noted in the explanation of the code, it is the decision regarding the use of the family income that we are interested in here--not who "takes care of the bills" or writes the checks. Therefore this is a "3".)		3 p 39
28	Did you live with both parents while you were growing up?	Yes		
29	How many children, including yourself, were there in your family while you were growing up?	8		8 p 39
30	How many were boys and how many were girls?	3 boys and 5 girls		

31	How did you compare in age--that is, were you the youngest, oldest, or in between?	I am the second youngest	3 p 39
32	Thinking back to when you were growing up, did your father have definite ideas about the ways he wanted you to behave?	Oh, yes.	
33	Would you say he was strict, or lenient?	He was quite strict.	
34	Did he ever punish you?	Yes. Usually by just talking to me because I was so afraid. I usually did what I was told. He never ever gave me a licking that I can remember.	
35	Did your mother have definite ideas about the ways she wanted you to behave?	Yes.	
36	Would you say she was strict, or lenient?	Well, she was kind of in between. She was pretty strict too but she was more or less in between. He was strict-er.	
37	Did she ever punish you?	Oh yes. Well, she usually just talked to me but once in a while I'd get a hard slap.	
38	A boy about 10 years old wants to go to the movies with his friend but he has already spent all of his allowance. He takes some money from his mother's purse to pay for the movie. That night at dinner the boy tells his parents what he has done and says that he is sorry. Would the parents need to do anything about this? (What would you do or why do you feel that way?)	I would want to make sure that he wouldn't do it again but if he was sorry at least he'd know that he'd done wrong but. . .I don't really know. If he was sorry he really shouldn't be punished but still he should know that he'd done something wrong. I'd try to make him pay it back out of his allowance. (There is no evidence that R acknowledges the confession to her son, so she is coded "6" rather than "7".)	6 p 40
39	Even though a 10 year old girl knew she had to help with the dishes every night, one night she said she wouldn't do them. Would the parents need to do anything about this? Why would you to this?	I would make her do them. Because we have had that happen. Or unless she had a real good reason--for something that was important to her. I make excuses sometime for her. Well, because that would be what she was expected to do, if she had a certain thing she was supposed to do then she should do it.	6 p 43 6 p 45
40	One day a boy around 10 years old went to	I would try to find out what he was so upset about. I would want to know why he was crying because they don't	4 p 47

40 (cont.) his room and started to cry. When his parents asked him why he was crying, he wouldn't tell them. Would the parents need to do anything about this? What would you do?	usually cry without a reason. Unless they are sick or somebody had hurt him or . . . . (R is determined to find out and shows that she would be non-pressuring by concern over the possibility that the boy was sick or had been hurt; she is therefore coded "4".)	
41 First is a child who just won't mind; he talks back at you every time you ask him to do something. How do you think you would handle this type of behavior? 41a Why do you think a child would behave in this way?	Well I'd try to be real firm with him and maybe take away something that he really wanted to do because I know spankings don't always help, which I have done. (Since R's firmness is clear, but consistency is not--in that she does not give any indication of responding in this way every time the boy behaves in this way--she is coded "6".) Well, sometimes there's a reason behind it too. Sometimes they're hurt or upset about a different reason and it comes out that way.	6 p 50
42 Next, we're not talking about a child who is sometimes shy, but one who is <u>always</u> quiet, likes to be alone, and doesn't seem to enjoy being around you no matter how nice you are to him. How do you think you would handle this type of behavior? 42a Why do you think a child would behave in this way?	It would be difficult at first but I think I would try to be as good and as loving as I could to them and maybe try to help them with different ways, try to get them interested in things. . .maybe to join the Cub Scouts or Brownies or something and try to help them. (R's gentleness, warmth, and interest in helping the child justifies a "6" here, whereas the suggestion that the child join a group, when made with no elaboration, would be coded "4".) Well, he might feel rejected or hurt. Sometimes they are angry and that's the way of showing it.	6 p 53

ACTUAL INTERVIEW WITH PROSPECTIVE FOSTER FATHER

WITH ANSWERS AND ACTUAL CODING

QUESTION	ANSWER	CODE
43 We are interested in knowing how you happened to become interested in being a foster parent.	I heard on TV that they need foster homes and I heard some neighbors talking about it.	
43a What else about it appeals to you?	I like kids and my wife and my boy and girl would like to have another one, especially my girl. I have one boy and one girl. And the girl she gets so lonesome. She'd like a playmate.	
44 What do you think will be hard about being a foster parent?	Gee, I don't know. I can't answer that. . .I haven't been one yet. (Do you have any idea?) Well, I don't think it will be too bad, just treat the kids like your own kids and I don't think there will be a problem.	2 p 56
44a Can you tell me more about this? (omitted)	(Uninformed, coded in 2c.)	
45 What year were you born?	1931	
46 What was the highest grade of school you completed?	Sophomore - High School.	
47 What kind of work do you do?	I work at _____. (What kind of work do you do there?) Clean up. (Is it maintenance work?) No, it's not maintenance. It's to clean up after the production gets done. You clean the machinery up. (Does that have to be done often?) Every day.	
48 For how long have you been doing this?	I've been on this now I think, 11 years.	
49 In thinking about (CHILD), what about him, her) pleases you?	Mary: She's a good girl. Gets along good with everybody. She minds good. Jimmy: He's smart and gets along good with everybody. And minds.	
50 What are some of the things about (him, her) that have caused you some concern or worried you?	I can't think of anything. (Just anything about her that has caused you a little concern or worried you a little?) I don't think of anything. Nothing that's really caused me any concern.	
57 Have you changed any of your ideas about how to discipline or train children because of your experiences [with your own child-(ren)] [with these children]?	Well I'd say I've changed. With Jimmy you could ask him in a nice way and it wouldn't do any good--and you'd have to get a little bit more on the harsh side with him--but now Mary there, you couldn't do that with her. She would just break down in tears.	

57a	In what ways have you changed?	I would say that I have changed somewhat. I used to think that a spanking was the real thing--but I'm getting away from that a little bit--I think that just a few words is more than a spanking. (R has changed in a general way only, so is coded "4".)	4 p 60
58	Most couples find that there are times when they have somewhat different ideas about how to handle certain situations when they come up with (their) children. What are some of the differences in the way you and your wife react to [your child's children's] behavior?	Well, we didn't what you call really disagree on it, but she thinks sometimes that maybe I should wait a little later, maybe a half an hour, before sending Jimmy to bed, and sometimes maybe I do that. It depends what's on the television, see. We disagree there once in a while. . .but outside of that we don't disagree too much.	
59	Have you changed some of your ideas about how to handle children because of these differences?	Well, depending upon the situation--what happens. But, I'd say it's 50-50. Sometimes it's hers that's followed and sometimes it's mine that's followed. I'd say it's about 50-50. . . . (R does not deny a change, but indicates that he and his wife compromise or divide the authority, rather than attempt to change their own ideas.)	2 p 62
60	Now, thinking about you and your wife--when an important decision has to be made affecting your family such as a move to another town. . . does your wife usually make the decision, or is it done together, or do you usually do this?	Oh, we usually sit down and talk about it.	3 p 64
61	What about managing the family income; does your wife usually decide how most of it will be spent, or is this done together, or do you usually do this?	Well, the spending we usually do pretty well together. Actually the handling of the books and budget is usually done by her. That is the actual figures and etc.	3 p 64
62	Next--about the social worker--what do you think are the main responsibilities of a social worker who places a child in a foster home?	I think he should give you what the child's like and what the child's home life was and what you can expect with the child. In general--I'll say it this way, they should tell you everything they know about the child. . .	
63	How would you feel about working closely with a worker from a	It wouldn't bother me any. . .I think I'd enjoy seeing them coming. It may help us make better relationships with the child even.	5 p 64

63	(cont.) social agency, such as having the worker visit you regularly to see how things were going?	(R starts out with a negative statement of an agreeable attitude, but follows it with such a positive statement that he is coded "5".)	
64	How would you feel if the social worker made definite suggestions to you about ways to handle the foster child?	I figure they would know more about these foster children than I did. (Favorable, but not elaborated, so coded "4".)	4 p 66
65	Did you live with both parents while you were growing up?	Yes	
66	How many children, including yourself, were there in your family while you were growing up?	Five of us.	5 p 67
67	How many were boys and how many were girls?	3 boys and 2 sisters	
68	How did you compare in age--that is, were you the youngest, oldest, or in between?	The fourth one.	
69	Thinking back to when you were growing up, did your father have definite ideas about the ways he wanted you to behave?	He wanted us to behave good. (Did he have definite ideas?) Yes.	
70	Would you say he was strict, or lenient?	In between.	
71	Did he ever punish you?	Oh, sometimes, yes. Told us to go in our rooms and stay there.	
71a	How did you feel about it?	I didn't like it, but probably had it coming.	
72	Did your father explain the reason for doing something when you did not want to do it?	Not all the time.	
72a	How often did he do this?	Occasionally, because he just said that he wanted us to do it, that was enough for us. Usually we wouldn't ask him, we'd just go ahead and do it.	
73	Did your father praise you when you did things he liked?	Yes, I would say somewhat. He took notice of what I did. (All of the answers given to Q 69 through 73 should be considered in rating R's warmth toward his father; here the main evidence is in the answer to Q 73 and he is rated "4".)	4 p 67

74 Did your father show affection for you?	It all depends on what you consider. I think he thought enough of me. He tried in his ways to show it.	
74a In what ways?	For one thing if you did something that he figured was the right thing he would tell you and like you say praise you for it, build you up instead of cut you down. (Since praise was suggested by the previous question, it is regarded as no more than slight evidence here.)	3 p 68
75 Was your father religious?	Not too much	
75a How do you mean?	He didn't go to church too much--in later years. He kind of got away from it. (The first statement might be coded a "3", but the addition suggests a "4" is more accurate.)	4 p 69
76 How about your mother. Did your mother explain the reason for doing something when you did not want to do it?	Yes. Usually.	
76a How often did she do this?	I don't know. I never pushed my luck too far but she would go the second time if you didn't do it the first time.	
77 Did your mother praise you when you did things she liked?	I think quite a little.	
77a To what extent; would you say a great deal, somewhat, or just a little?		
78 Was your mother religious?	Yes. She was pretty regular going to church. Maybe not all the time but the biggest share of the time she would go.	2 p 70
79 One day a ten year old boy is very angry with his brother. He deliberately breaks one of his brother's toys. That night his brother tells his parents what happened. Would the parents need to do anything about this?	Well, just talk to him and tell him not to do it again. And tell the one that broke it that he would just have to buy another toy for the one that he broke it for. (Although R at first seems to intend just talking, he indicates that he would have the child replace the toy and therefore meets the requirements of code "7".)	7 p 72
79a What would you do?		6

80 First is a child who just won't mind; he talks back or yells back at you every time you ask him to do something. How do you think you would handle this type of behavior? 80a Why do you think a child would behave in this way?	I don't know. Handle it the same as I would handle my own. Send him to his room for a while. (There is evidence of firmness here, but not sufficient evidence of consistency, so R is coded "6".) I guess how he was brought up, I imagine, I would say.	6 p 76
81 Next is a child who is always careless--a child who doesn't take care of his or her clothes or the furniture in the foster home. How do you think you would handle this type of behavior? 81a Why do you think a child would behave in this way?	I would handle it the same as I handle mine or anybody's. (And how would that be, if he was careless with his clothes or. . . ?) Just talk to him. Tell him they cost a lot of money and things like that. It depends on how he was brought up, I suppose.	4 p 79

Name Mr. & Mrs. John Smith Date 1/4/74

Worker _____

SUMMARY FORM

FOR USE IN SUMMARIZING INTERVIEWS WITH PROSPECTIVE FOSTER PARENTS

Interview with Prospective Foster Mother

Q	Code on p.	(Circle appropriate code for each item)	Weight
1 1c	28 28	Have you had other children stay overnight with you without their parents? Longest period of time any one child has stayed with you? Never. . . . . .1 One, two or three days and nights . . . . .2 More than three days, through one week . . .3 Copy code here More than one week, through one month . . (4) More than one month 5	4
4	28	What year were you born?_____ Present age_____ 28 years of age or younger . . . . . .1 29 through 33 years of age . . . . . (2) 34 through 39 years of age . . . . . .3 Copy code here 40 through 45 years of age . . . . . .4 46 years of age or older 3	2
12 13	28 34	Degree of differentiation in answer to "What about own child(ren) pleases you?" and "What about own child(ren) causes some concern?" (Code each separately) Pleases / Concerns Clearly differentiates . . . . . .4 / (4) Differentiates, less clearly . . . . . (3) / 3 Differentiates to slight extent . . . . . .2 / 2 Does not differentiate . . . . . .1 / 1 If sum of two ratings above is: (7) or 8, weight is: 5 6 4 5 3 4 2 2 or 3 1	5
26 27	39 39	Important decisions made by husband, together, or by you? Managing family income -- decided by husband, together, or by you? Decisions / Income By husband alone . . . . . .1 / 1 By wife alone . . . . . .1 / 1 Some by husband, some by wife, some together, any combination of these. . . . . .2 / 2 Most or all are made together. . . . . (3) / (3) If sum of two ratings above is: 2 or 3, weight is: 10 4 2 5 or (6) (1)	1

Q	Code p.		Weight
29	39	How many children, including yourself, were there in your family while you were growing up? 8 (Exact number, up to 9) (To be combined with code for Q 31 below)	
31	39	How did you compare in age--were you the youngest, oldest, or. . . ? Only child, or youngest, or younger of 2 . . . . . 1 Next to youngest if more than 2 children in family . . . . (3) Neither of the above . . . . . 5 Code for Q 29 (8) + Code for Q 31 (3) = Sum (11) If above sum is: 10 to 14, weight is: 5 8 or 9 4 6 or 7 3 4 or 5 2 2 or 3 1	5
38	40	A boy about 10 years old wants to go to the movie with his friends. . . . He takes some money from his mother's purse. . . tells his parents what he has done and says that he is sorry . . . What would you do? Code Weight Explicitly acknowledges confession and administers adequate discipline . . . . . 7 5 Acknowledges confession, but not to child, and administers adequate discipline . . . . . (6) 4 Praises child for confession . . . . . 5 4 Explains wrong-doing, or denies need for action . . . 4 3 Does not mention confession, but administers adequate discipline. . . . . 3 2 Punishes harshly, and/or treats confession as attempt to escape punishment 1 1	4
39	43	Even though a 10 year old girl knew she had to help with the dishes every night, one night she said she wouldn't do them. . . . What would you do? Part I Code Is firm, allows child to skip for good reason; explains. . 7 Is firm, flexible but does not explain, or is firm, sympathetic, explains, but not flexible . . . . . (6) Is firm, sympathetic, not flexible and does not explain or is sympathetic but not firm . . . . . 5 Is firm, not sympathetic, not flexible, explains . . . . . 3 Is firm, not sympathetic, not flexible, does not explain . 2 Punishes child but does not make her do dishes . . . . . 1 (To be combined with code for Part II and Q 40 on next page) Part II Sees situation as fairly natural one in family . . . . . 6 Emphasizes need or uses situation for social training . . 4 Sees situation as threat to own authority or family structure or may simply be rigid . . . . . (1) (To be combined with code for Part I above and Q 40 on next page)	

Q	Code p. 47		Weight
40		One day a boy around 10 years old went to his room and started to cry. When his parents asked him why he was crying, he wouldn't tell them. . . . What would you do? Code Is concerned but leaves child alone, respecting child's privacy; does not try to find out . . . . . 7 Is supportive and concerned, wants to find out, but does not pressure . . . . . 6 Is supportive and concerned, thinks it's important to find out, but uses sources other than child . . . . . 5 Is supportive and concerned, thinks it's very important to find out; is gentle but determined. . . . . (4) Leaves child alone . . . . . 3 Pressures or punishes child to tell; may assume child has done something wrong . . . . . 1 Code for Q 39, Part I (6) + Code for Q 39, Part II (1) + Code for Q 40 = Sum (4) If above sum is: 19 or 20, weight is: 5 16-18 4 11-15 3 7-10 2 6 or lower 1	3
41	50	First is a child who just won't mind; he talks back or yells back at you every time you ask him to do something . . . . . Handle? Code Weight Firm, consistent handling, emphasis on retraining. . . 7 5 Like "7", firmness and consistency less clear . . . . (6) 4 Long-range methods, may have some effectiveness . . . 5 3 No codable answer . . . . . 4 3 Principal technique is to talk to child . . . . . 3 2 Vague response, lack of ideas . . . . . 2 2 Harsh punishment, with no attempt to retrain 1 1	4
42	53	Next, we're not talking about a child who is sometimes shy, but one who is <u>always</u> quiet, likes to be alone, and doesn't seem to enjoy being around you no matter how nice you are to him. . . Handle? Code Weight Describes patient, determined efforts to get through to child . . . . . 7 5 Indicates effort, less subtle, less persistent . . . . (6) 4 Is motivated to get through to child, but no particular means described . . . . . 5 3 Describes methods lacking subtlety and likely to be ineffective; no codable answer . . . . . 4 3 Vague statement about desirability of change but no plan of action . . . . . 3 2 Lacks understanding of the problem; don't know 1 1	4

Q	Code p.		Weight
44	56	What do you think will be hard about being a foster parent? Clearly child-centered . . . . . 5 Child-centered concern less clear . . . . . 4 Middle position . . . . . 3 Copy code here More self- than child-centered . . . . . (2) Clearly self-centered 1	2
57	60	Have you changed any of your ideas about how to discipline or train children because of your experiences with children? In what ways? Code Has clearly made changes, both general and specific. . . . .5 Evidence of change, either general or specific . . . . . (4) Asserts change, no supporting evidence . . . . . .3 Says has not changed, but qualifies in some way . . . . . .2 States clearly that no change has been made. . . . . .1 (To be combined with code from Q 58 and 59 below)	
58 59	62	Most couples find . . . . What are some of the differences in the way you and your wife react to (children's) behavior? Have you changed some of your ideas because of these differences? Code Has made major change, supported by evidence . . . . . .5 Has made minor change, supported by evidence . . . . . .4 Asserts has made change, not supported by evidence . . . . .3 Denies a change, unsure or qualified in some way . . . . . (2) Denies a change, definite. . . . . .1 Code for Q 57 (4) + Code for Q 59 (2) = Sum (6) If above sum is: 9 or 10, weight is: 5 8 4 5 to 7 3 3 or 4 2 2 1	3
60	64	Important decisions made by wife, together, or by you? Managing family income -- decided by wife, together, or by you? Decisions Income By husband alone . . . . . .1 1 By wife alone . . . . . .1 1 Some by husband, some by wife, some together - any combination of these 2 2 Most or all are made together . . . . . (3) (3) If sum of two ratings above is: 2 or 3, weight is: 1 4 2 5 or 6 3	3

114

Q	Code p.		Weight
63	64	How would you feel about having the worker visit you regularly to see how things were going? Code Very favorable, sees social worker as helpful. . . . . (5) Favorable but with no elaboration. . . . . 4 Agreeable but with restrictions or negative expression . . 3 Unfavorable, qualified in some way . . . . . 2 Unfavorable, expressed clearly . . . . . 1 (To be combined with code for Q 64 below)	
64	66	How would you feel if the social worker made definite suggestions to you about ways to handle the foster child? Code Very favorable, elaborated in some way . . . . . 5 Favorable, but with no elaboration; lukewarm . . . . . (4) Uncertain, not sure, or negative expression of favorable attitude . . . . . 3 Some doubt expressed, qualified acceptance . . . . . 2 Unfavorable, expressed clearly . . . . . 1 Code for Q 63 (5) + Code for Q 64 (4) = Sum (9) If above sum is: 9 or 10, weight is: 5 8 4 6 or 7 3 5 2 2 to 4 1	5
66	67	How many children, including yourself, were there in your family while you were growing up? 5 (Exact number, up to 9) If above number is: 1, weight is: 1 2 or 3 2 4 to 6 3 7 or more 4	3
69-73	67	Rating of degree of warmth expressed toward own father in answers to series of questions ending with "Did your father praise you when you did things that he liked?" Code Great deal of warmth indicated . . . . . 5 Some warmth indicated . . . . . (4) Can't tell . . . . . 3 Some indication of lack of warmth . . . . . 2 Definite indication of lack of warmth . . . . . 1 (To be combined with code for Q 74 on next page)	
74	68	Did your father show affection for you? In what ways? Code Clear evidence of considerable genuine affection. . . . . 5 Yes--not strong enough for "5" . . . . . 4 Some slight evidence . . . . . (3) Hardly at all, very little. . . . . 2 Definitely not . . . . . 1 (To be combined with code for Q 69-73 on next page)	

Q	Code p.		Weight
		Code for Q 69-73 (4) + Code for Q 74 (3) = Sum (7) If above sum is: 9 or 10, weight is: 5 8 4 6 or 7 3 4 or 5 2 2 or 3 1	3
75	69	Was your father religious? How do you mean? Code Emphasis on formal religious practices . . . . . .1 Regular formal religious practice, no emphasis . . . . . .2 Some evidence of formal religious practice, irregular. . . .3 No evidence of formal religious practice . . . . . (4) (To be combined with code for Q 78 below)	
78	70	Was your mother religious? How do you mean? Code Emphasis on formal religious practices . . . . . .1 Regular formal religious practice, no emphasis . . . . . (2) Some evidence of formal religious practice, irregular. . . .3 No evidence of formal religious practice . . . . . .4 Code for Q 75 (4) + Code for Q 78 (2) = Sum (6) If above sum is: 7 or 8, weight is: 5 6 4 5 3 4 2 2 or 3 1	4
79	72	One day a 10 year old boy is very angry with his brother. He deliberately breaks one of his brother's toys. . . . . What would you do? Part I Code Firm, decisive action with an explanation, ... (7) Long-range approach having some effectiveness . . . . . 6 Firm, decisive action without an explanation . . . . . 5 No codable answer . . . . . 4 Action too tentative or indecisive to be effective . . . . 3 Need for action denied . . . . . 2 No clear idea, unprepared, focuses on irrelevant . . . . . 1 (To be combined with code for Part II below) Part II Discipline is specifically related to breaking of toy. . . (6) Discipline is not specifically related to breaking of toy, or no action is taken . . . . . 3 Code for Part I (7) + Code for Part II (6) = Sum (13) If above sum is: 12 or 13, weight is: (5) 10 or 11 4 7 to 9 3 6 2 4 or 5 1	5

Q	Code p.		Weight
80	76	First is a child who just won't mind; he talks back or yells back at you every time you ask him to do something . . . . . Handle?	

	Code	Weight
Firm, consistent handling, emphasis on retraining. . .	7	5
Like "7", firmness and consistency less clear.	(6)	4
Long-range methods, may have some effectiveness . . .	5	3
No codable answer.	4	3
Principal technique is to talk to child	3	2
Vague response, lack of ideas	2	2
Harsh punishment, with no attempt to retrain	1	1

Weight: 4

81	79	Next is a child who is always careless . . doesn't take care of his or her clothes or the furniture in the foster home . . . Handle?	

	Code	Weight
Firm, consistent handling, emphasis on retraining. . .	7	5
Some indication of firm handling, less clear	6	4
No codable answer.	5	3
Does not discipline, but uses methods such as talking, etc.	(4)	3
Ignores the behavior	3	2
Vague response, no specific action	2	1
Harsh punishment, with no attempt to retrain; don't know; lack of ideas	1	1

Weight: 3

TO OBTAIN A TOTAL SCORE BASED ON INTERVIEWS, COMBINE:

SUM OF WEIGHTS BASED ON INTERVIEW WITH PROSPECTIVE FOSTER MOTHER
Obtain this sum by adding weights for Q 1-43 and enter here [32]

SUM OF WEIGHTS BASED ON INTERVIEW WITH PROSPECTIVE FOSTER FATHER
Obtain this sum by adding weights for Q 44-81 and enter here [35]

TOTAL SCORE = [67]

Note: If the agency has Additional Information available at the time of decision regarding a specific placement in the foster home described above, the TOTAL SCORE may be combined with the weights for the Additional Information to give the FINAL TOTAL SCORE.

Name Mr. & Mrs. John Smith Date 10/16/74

Worker _____

ADDITIONAL INFORMATION AVAILABLE AT TIME OF DECISION REGARDING SPECIFIC PLACEMENT IN NEW FOSTER HOME

Code p.		Weight
83	Total number of preschool (under 6 years of age) children who would be living in foster home. Include children of the foster family as well as any preschool sibling(s) of foster child to be placed. Code No preschool children . . . . . (5) One preschool child . . . . . 3 Copy code here Two preschool children . . . . . 2 Three or more preschool children. 1	5
83	Legal status of foster child to be placed Code Weight Natural family member(s) retain(s) parental rights. (5) 5 Agency has custody of child for one year or less. . 4 4 Agency has custody of child for more than one year 3 2 Guardianship of child has been transferred to state, but parents retain a few rights . . . . . 2 1 Guardianship of child has been transferred to state; all parental rights are terminated. . . . 1 0	5
84	Experience in social work of worker available to make and supervise this placement if made Code Five years or more. . . . . 5 Three years up to but not including five years 4 Nine months up to but not including three years . . . . . 3 Copy code here One month up to, but not including nine months . . . . . (2) No experience prior to making this placement 1	2

TO OBTAIN FINAL TOTAL SCORE BASED ON INTERVIEWS AND ADDITIONAL INFORMATION, ADD:

Sum of weights based on additional information (3 weights above)		12
Total score based on interviews with prospective foster mother and prospective foster father	+	67
FINAL TOTAL SCORE	=	79

REFERENCES

1. We will be genuinely interested in your experiences in using the techniques described here and hope that you will let us know the questions and problems that occur, as well as your suggestions for improvement and your overall appraisal of the utility of the method. (The Extension address may be used in reaching us.)

2. The entire research project which has provided the basis for this Manual encompassed a period of six years, from the summer of 1967 through August 1973. However, referrals of applicant families were accepted through June 1970 so that any placements made in these homes could be studied for as long as 18 months if they lasted that long. This meant that data collection continued through January 1972.

   We are very indebted to the Division of Family Services, Wisconsin Department of Health and Social Services, which supported the work during the first year, and has facilitated it in many ways throughout the entire project. Appreciation is also expressed to the many agencies involved: the Department of Social Services in the following Wisconsin counties: Brown, Clark, Dane, Dodge, Eau Claire, Fond du Lac, Jackson, Kenosha, Manitowoc, Marathon, Milwaukee, Outagamie, Portage, Racine, Rock, Sheboygan, Walworth, Washington, Waukesha, Waupaca, Winnebago, and Wood; and in the Minnesota counties of Hennepin, Ramsey, and Beltrami; the District Offices of the Wisconsin Department of Health and Social Services in Eau Claire, Fond du Lac, Green Bay, La Crosse, Milwaukee, Madison, and Wisconsin Rapids; the Aurora, Joliet, Rockford, Ottawa, and Waukegan District Offices in the Aurora and Rockford Regions of the Illinois Department of Children and Family Services; and the Wisconsin Children's Service Society. We gratefully acknowledge our indebtedness to the homefinders in these various agencies who referred applicant families, and also to the placement workers and the foster parents themselves who were interviewed regarding the placements made in these new homes. This study would not have been possible without the cooperation and help of these many individuals.

3. Approximately six out of every ten of the families interviewed were eventually accepted by the agencies for foster care. Those not accepted were divided approximately equally into three categories: (a) those who withdrew so early in the home study that the agency could not indicate whether it was interested in considering their application further, (b) those who withdrew their application at a time the agency was still interested in considering them further, and (c) those who were negatively evaluated by the agencies and were either rejected or withdrew at a time when the agency was not interested in considering them further.

4. Although 40 percent of the 479 placements made in these new homes involved children in the 6 to 12 year age range, some were not eligible for study because of their temporary nature. Out of the 164 that were eligible, 19 were not referred within the first four weeks of the placement and therefore could not be studied because of the design requirements. However, there is no evidence of a systematic bias in the late referrals, which seemed due to the inherent difficulties of combining research needs with service requirements.

5. Jonathan Kraus, "Predicting Success of Foster Placements for School Age Children," Social Work, 16 (January 1971), pp. 63-72.

6. For this Manual we are including the items which appeared in the prediction of either the social worker ratings of success or those made by the research staff, giving each item approximately equal weight (except for the few which contributed distinctly less to the predictions in which they appeared).

   We have actually gone through all of the steps described here with a substantial sample of all the interviews, in order to verify the utility of this adaptation of our findings, and also to determine the criteria to be used in interpreting the Total Score obtained by use of these methods.

   In your predictions you will be utilizing more information than appeared in any one of the statistical predictions of success. Even with this, you may be surprised to find that the actual number of characteristics of the prospective foster mother and foster father which were found useful in the prediction of "success" is as small as it is. However, there is a limit to the number of characteristics which can appropriately be used in any attempt at prediction. Consequently, in the research study we limited the characteristics examined to (a) those based on fact, such as age, number of siblings, etc., and (b) those satisfying a reasonable standard of reliability, generally met by the combination of several related codes in one score. Through this procedure the likelihood of purely chance effects was reduced (although there are of course always some chance errors which affect the results).

   For more detail regarding the research on which this manual is based, see:

   Patricia W. Cautley and Martha J. Aldridge, Predictors of Success in Foster Care. (Madison, Wisconsin: Wisconsin Department of Health and Social Services, 1973).

   Patricia W. Cautley and Martha J. Aldridge, "Foster Care: Predicting Success for New Foster Families," Social Work (In press).

   Our confidence in the findings of the present research is also increased by the extent of agreement with the findings of an earlier study of 97 experienced foster families caring for children identified as showing difficult behavior. A sizeable proportion of the predictive items are

identical or similar. For a report of this earlier study, see:

Patricia W. Cautley, Martha J. Aldridge, and Bernard Finifter, Successful Foster Homes: An Exploratory Study of Their Characteristics. (Madison, Wisconsin: Wisconsin Department of Public Welfare, 1966).

7. We also used content codes, or a classification of the subject matter of the answer--as, for example, classifying the reasons given for being interested in becoming a foster parent. However, unless these are transformed into a number of codes indicating the presence or absence of specific kinds of reasons, they are not directly usable in the kind of statistical analysis which we needed to do.

8. Cautley et. al., op.cit., 1966.

9. The principal scores from which some codes have been omitted are those based on the problem behaviors described in questions at the ends of the interviews (Q 41 and 42 on the FM Schedule and Q 80 and 81 on the FF Schedule). The code omitted was one summarizing evidence that R would be a "good risk" or a "poor risk" in handling the specific behavior described. This was a long detailed code in which content was important but the final score was based on the number of specific evidences coded, and the relationship between those indicating a "good" as compared with a "poor" risk. It did not seem realistic to expect anyone to use the code reliably or in the same way in which we had used it without careful individual training.

   Since the separate codes which were originally combined to give a score were all very substantially correlated, we believe we have not seriously reduced the predictive value of the codes described here, although the reliability of each measure has undoubtedly been reduced.

10. The decisions regarding the weighting were based on all the information we had about each variable--the characteristics revealed by item analysis as well as the mean (average) and standard deviation.

11. You will note that the weights for the FM's answers to these two questions regarding decision-making are different than those for the FF's answers, which go in the opposite direction. The reason for this is that these two scores were correlated in opposite ways with the success ratings; the less "democratic" the FM's report, and the more "democratic" the FF's report, the more successful the couple. It is important to keep in mind that their reports were not highly correlated and consequently must be regarded as representing their perceptions rather than a description of actual decision-making.

    We do not have an adequate explanation for this difference, which is the only way in which the findings differ from those of the earlier study. This is the only variable which functioned in the opposite way in the

earlier study, in which the FM's report of more "democratic" decision-making was associated with greater success. However, we conjecture that the difference may be due in part to the great age difference in the two groups of foster mothers--those in the earlier study being much older (more than half were 45 or older), while more than half of those in the study presented here were 34 or younger. It seems possible these prospective foster mothers who perceived their husbands as making the important decisions were more likely to be satisfied with the housewife-mother role and consequently more likely to be successful as foster mothers.

12. No reference has been made in this Manual to the effect of social work input during the course of the placement (quite separate from the preparation prior to the placement). However, this, along with the "degree of difficulty" of the foster child and the "interference of the child's natural family" were studied as "intervening variables," to see if they affected the ultimate success of the placement. No systematic effect of any kind was found. There is no question in our minds but that social worker support and help during the placement is important, however, but that is the subject of a separate publication to appear this next winter!